



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 319384

DfES Number: 521315

INSPECTION DETAILS

Inspection Date 21/09/2004
Inspector Name Jacqueline Patricia Walter

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Cliffe House Day Nursery Ltd
Setting Address C/O Trinity & All Saints College
Brownberrie Lane
Horsforth, Leeds
West Yorkshire
LS18 5HD

REGISTERED PROVIDER DETAILS

Name Cliffe House Day Nursery Ltd 319384

ORGANISATION DETAILS

Name Cliffe House Day Nursery Ltd
Address C/O Trinity & All Saints College
Brownberrie Lane, Horsforth
Leeds
West Yorkshire
LS18 5HD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Cliffe House Day Nursery Ltd is one of three privately owned nurseries that offer full time care. It was registered in 2003 and operates from a building within Trinity & All Saints College, which is situated in a suburb of Leeds known as Horsforth. It serves the students attending the college and the local community. There are two main rooms and an attached outdoor play area.

The staff are currently caring for fifty five children, of which fifteen 3-year-olds are in receipt of nursery education funding. The nursery currently supports children with special needs. There are no children currently attending that have English as an additional language.

The nursery is open five days a week all year around, with exception of the week between Christmas and New Year. Sessions are from 08:00 until 18:00 hours and children can attend for a variety of sessions.

There are fifteen members of staff caring for and working with the children. Of these fifty percent hold relevant early years qualifications to NVQ level two, three and four. Most of the other staff are currently working towards NVQ level two. The Nursery receives support from a teacher from the Local Authority.

How good is the Day Care?

Cliffe House Day Nursery Ltd provides good care for children. The staffing and resources are effectively organised which enable children to feel safe and secure, although grouping of older children is not always effective in meeting their needs. There are good contingency plans in place to cover staff absences and an effective induction programme ensures staff are fully aware of policies and procedures. The setting is clean and welcoming, with attractive displays of children's work and photographs. All documentation is in place and confidentiality is upheld well.

Staff take positives steps to reduce risks to children's health and safety. They are fully aware of fire safety procedures, there are very good safety procedures in place

for outings and effective procedures in place to prevent the spread of infection and teach children the importance of following good practice in personal hygiene. Staff have some awareness of child protection procedures to follow, although arrangements to meet some health requirements are not fully effective. Staff give very good attention and successfully meet children's individual dietary needs, they are very proactive in including and supporting the development of children that have special needs.

Suitable and sufficient equipment, toys and furniture are available for the number of children attending and children have easy access to these from a selection of low cupboards, which encourages their independence. Staff plan and provide a broad and stimulating range of activities which develop children's knowledge and understanding. They know and manage the children well and the children are confident, they relate well to each other and behave well.

The setting works very much in partnership with parents, and values and respect their knowledge and participation. There is good quality information on the setting and staff use both formal and informal methods to keep parents informed on their child's development.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff are fully aware that some children may have special needs. They are very proactive and work effectively with both parents and other relevant parties taking positive steps to promote the children's welfare and development. All children are included in the setting and staff have good regard for the Special Needs Code of Practice and appropriate systems in place to ensure appropriate action can be taken when children are identified.
- Staff plan and provide a broad and stimulating range of practical activities which develop children's knowledge and understanding and activities are presented in an interesting and thoughtful way e.g. material draped over areas to create cosy areas. The staff know the children well and manage them effectively and they are actively involved in working alongside the children, for example, staff and children help to set the tables for lunch. The children are confident, they relate well to each other and behave well.
- Children have access to regular drinks and healthy food, for example, older children have their own bottle of water and can access this at any time. Most staff have completed basic food hygiene training and food is properly prepared, nutritious and successfully complies with dietary and religious requirements. It also gives children opportunities to sample foods associated with current themes and different countries.
- The setting works very much in partnership with parents. Staff value and respect parents and develop strong and trusting relationships, for example,

they work effectively together when children have special needs and parents are invited to share suggestion on the provision and the service.

What needs to be improved?

- the arrangements for the medical needs of children, with regard to staff developing medical knowledge specific to the children concerned and at least one member of staff being present at all times
- the grouping and activities for children in the two to four-year-old room
- the staffs' awareness of child protection procedures, with regard to allegations being made against staff and notifying Ofsted.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure the activities and grouping of children is suitable, in reference to the diverse age range of children, in the two to four-year-old room.
7	Ensure that staff that have appropriate medical knowledge specific to the children concerns and at least one member of staff with this knowledge is present at all times.
13	Ensure the policy for child protection includes procedures to follow in the event of allegations made against staff and that Ofsted is notified of any allegations of abuse by staff, volunteers or any abuse which is alleged to have taken place on the premises.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Cliffe House Day Nursery Ltd provides overall, acceptable provision for children, but has some significant areas for improvement. The children make generally good progress in all areas of learning.

The quality of teaching has significant weaknesses. Staff provide a broad range of activities linked to the six areas of learning, but are unsure of the knowledge, skills, understanding and attitudes that children need to require, consequently they sometimes have low expectations of children's abilities and do not ask questions to challenge the more able children to develop ideas or solve problems. Most staff play a limited part in assessing children's progress and the recording of this is irregular and does not always show at what stage the children are at. Some of the methods staff use do not always promote effective learning. Staff have good relationships with children and actively include and meet the needs of those with special needs. They have clear and consistent expectations of behaviour and children are developing a good understanding of right and wrong.

The leadership and management has significant weaknesses. The aims of the setting are not available and how they impact on teaching and learning are not clear to staff. There is lack of commitment and staff are reluctant to take on responsibilities resulting, for example, in the weak monitoring of children's progress to the early learning goals. Teaching has significant weaknesses and the leadership and management have little effect on improving teaching and children's learning.

Partnership with parents is very good. There is clear and detailed information about the educational provision and parents have good opportunities to share what they know about their child, through daily discussions with staff and organised parents evenings. Parents are encouraged and actively involved in their children's learning.

What is being done well?

- Parental partnerships are very good. Staff provide clear and detailed information about the educational provision and the setting, for example, notices boards, memo's and the policy booklet is available at all times. Parents have good opportunities to share what they know about their child, through daily discussions with staff, and parents evenings. They are encouraged by staff and are actively involved in their children's learning through, participation in children's profiles, sharing their expertise, e.g. talking to children about their cultures and by staying with the children to help settle them in.
- Children relate to one another and adults very well and they are developing a good understanding of what is right and wrong.
- Staff effectively help children become more aware of the environment and the

natural world, for example, they provide many first hand experiences such as outings in the community and on campus, encourage the children to grow plants in the outdoor area and invite speakers into the setting.

What needs to be improved?

- the staffs' understanding of the foundation stage
- the team work and assessment system, with regard to children being regularly assessed and the progress being consistently shown
- the grouping of children
- opportunities for the more able children to solve simple number problems through practical activities
- opportunities for children to find out about changes that happen to their body
- opportunities for children to match movements to music.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested and display high levels of involvement in small groups. They are forming good relationships with adults and peers and able to work as part of a group. Children are beginning to show care and concern for the environment and others. More able children are confident and able to stand-up for their own rights. On occasion the more able children's personal independence may be hindered through the staff's limited expectations of their capabilities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen to stories with increasing attention and use speech well to relive past experiences. They are beginning to link sounds and letters. children are able to handle books carefully and show interest in the illustrations. They are attempting to write for a variety of reasons and more able children are writing their names forming recognisable letters. Skills in listening and speaking when in large groups may be hindered, due to the inclusion of children with differing attainment levels.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children say and use numbers in familiar context and can count reliably up to ten. They show an interest in shape and more able children can name and talk about some shapes very confidently. Children are developing an understanding of addition and subtraction through simple number rhymes and use language well to describe and compare position, size and quantity. There are limited opportunities for the more able children to solve simple number problems through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to investigate materials and objects using their senses. They are becoming familiar with everyday technology and are developing a good awareness of their local environment and the natural world through regularly visits into the local environment and growing plants. Children are beginning to develop an understanding of time. On occasion the more able children's skills in designing and making may be hindered, through the staffs' limited expectations of their capabilities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely and with pleasure and are developing their co-ordination. They are handling tools and malleable objects with increasing control and more able children use a small equipment such as scissors and pens confidently. Children judge body space well and show a good awareness of space regarding themselves and others. They are developing an awareness of the importance of staying health. However, there are limited opportunities to recognise changes that happen to their bodies.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are able to explore colour, texture, form and space in two and three dimensions. They can sing simple songs and are beginning to explore sounds and how these can be changed through musical instruments, however there are limited opportunities for children to match movements to music. Children use their imagination well in all areas of the setting and can express and communicate ideas and feelings. More able children are beginning to use representation as a means of communication.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop the staffs' understanding of the foundation stage
- improve the leadership and management, including support for staff and develop the monitoring and evaluation of the nursery education
- ensure the grouping of children is appropriate and meets the needs of all the children
- provide opportunities for the more able children to solve simple number problems through practical activities
- provide opportunities for children to find out about changes that happen to their body
- provide opportunities for children to match movements to music.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.