

# Cliffe House Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY320815

**Inspection date**

09/11/2010

**Inspector**

Abigail Cunningham

**Setting address**

Cliffe House, South View Road, Yeadon, Leeds, West  
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**Telephone number**

0113 2500066

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Cliffe House day nursery is one of nine nurseries owned and managed by First Class Childcare. It registered in 2006 and operates from four rooms within an adapted listed building to cater for children of different ages. It is situated in the Yeadon area of Leeds. The nursery is registered on the Early Years Register. The nursery serves the surrounding areas and is registered for 65 children in the early years age group. There are currently 60 children on roll. The nursery provides funded early education for three and four year olds.

The setting is open five days a week from 7.45am until 6.15pm for 51 weeks of the year. All children share access to a secure outdoor play area. The nursery is over two floors and is not accessible to wheelchair users. There are a team of 17 staff including the manager, seven of whom hold early years qualifications and three are working towards these. The setting is supported by an advisory teacher from the local authority and is a member of the national day nursery association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team are working particularly well to ensure all children are included and their individual needs are fully met. The nursery very much work in partnership with parents and there is also scope to promote joined up working with other childcare providers. Self-evaluation takes into account the views of service users and is mostly effective in identifying strengths and priorities for improvements. The nursery is currently meeting most of the requirements and is committed to making the necessary adjustments to the environment. The children are making good progress in their learning and development; they particularly enjoy learning about the natural and wider world and are developing good attitudes and dispositions to learning.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that any hazards in the children's bathrooms are kept to a minimum (Suitable premises, environment and equipment).
- 23/11/2010

To further improve the early years provision the registered person should:

- share relevant information with other childcare providers, where children receive education and care in more than one setting, in order to promote continuity and coherence

- encourage parents to add their comments and observations to their child's development record.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding procedures are secure and all the required checks have been carried out on the directors, staff and regular visitors to the setting. The staff team have completed safeguarding children training and this is also included within staff induction procedures. As a result, all the staff know to record any concerns and seek advice where necessary.

The children are supervised at all times and the system for managing access to the premises is good, as unauthorised persons are unable to gain entry and there is a record of visitors. Simple written risk assessments have been undertaken and reviewed. However, not all hazards in the children's bathrooms have been identified and minimised, which does pose a risk to the children's health and safety and is a breach of requirements.

The senior management team and the staff have created a welcoming and inclusive environment, in which to care for the children. The staff team are very friendly and helpful. There are clear improvement plans in place and these are devised, after the views of parents, children and the staff team have been sought. As a result of undertaking the parent questionnaires, the tea time menu has recently been reviewed and updated. The management team have demonstrated the capacity to adequately tackle any identified areas of weakness. However, self-evaluation has not accurately identified all priorities for development.

An effective settling in procedure is fully in place and there is an established system in place to gain information about children before they start at the nursery, which includes their individual needs and routines. Parents receive regular information via the children's daily report sheets, newsletters, parent's evenings and daily feedback from the staff. The parents are able to take their child's development record home on a regular basis. However, the parents are not currently adding their comments or observations to these. Feedback from parents is positive, for example, parents have commented 'the staff are really friendly' and 'they enjoy their work which in turn creates a stable environment for the children'. The nursery also involves parents in various fundraising evenings, such as a Christmas craft evening.

Links with other childcare providers, where minded children receive care and education from more than one setting have not been made. As a result, there is scope to further develop how relevant information is shared with other childcare providers, to promote continuity and coherence. The children are developing positive attitudes to others. This is because they learn about interesting events, such as Chinese New Year, Diwali and Eid. The children are successfully developing various self help skills, for example, more able children can put their outdoor coats and boots on with very little or no help, they cooperate with hand washing routines and can assert their own needs and preferences. The staff are taking appropriate

steps to ensure resources and that the environment is sustainable. For example, children of all ages are encouraged to handle toys and books appropriately and the pre-school children are involved in recycling paper products.

## **The quality and standards of the early years provision and outcomes for children**

The setting employs a cook, who has completed food hygiene training. The menu is displayed for parents to see and wholesome meals, such as quiche, new potatoes and beans are offered to the children. Fresh drinking water is available to the children at all times. Planned activities, such as growing, harvesting and tasting herbs, fruit and vegetables introduces the children to healthy ingredients.

The staff have a secure understanding of how children develop and learn and have completed Early Years Foundation Stage training. Activity planning responds directly to children's individual needs, interests and stages of development. The system is easy to follow and all staff working with the children know how each part fits together. Children's development records clearly show the children's achievements and progress. Observations clearly link to the six areas of learning and identify what needs to be included in planning for children's individual next steps in learning. Monitoring systems have also been implemented to ensure that there are no gaps in the children's learning, for example, individual tracking sheets are regularly updated for each child.

The children have a positive approach to learning and are keen to participate in activities. As a result, the children are making good progress in their learning and development, for example, young children can successfully recognise and name colours and they can count from 1-10. More able children can operate a remote-controlled vehicle and can use a mouse and keyboard to interact with age-appropriate computer software. The children are developing a positive self-image and show that they are proud of their achievements, for example, one young child clapped when she successfully completed a six piece jigsaw. Children enjoy communicating with both adults and other children and they confidently discuss a wide variety of significant events, such as going to Australia on an aeroplane and wearing a seatbelt. The children have regular opportunities to learn about the local community and the natural world. This is because the children are taken out of the nursery to visit various places of interest, such as the library, shops and the tarn to feed the ducks.

The children engage in a good range of activities requiring hand-eye coordination, such as using pens, pencils, scissors and paintbrushes. The children confidently use one handed tools and equipment. They can draw lines and circles using gross motor movement, for example, while playing outside, a group of children enjoyed making marks on the wall using chunky chinks. More able children can write recognisable numerals and letters and can label their art work. For example, the pre-school children recently produced drawings in relation to the topic, 'people who help us'. One child wrote 'police' and another child wrote '999' on their drawings.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met