

Cliffe House Day Nursery Ltd

Inspection report for early years provision

Unique reference number	319384
Inspection date	29/03/2011
Inspector	Abigail Cunningham
Setting address	C/O Trinity & All Saints College, Brownberrie Lane, Horsforth, Leeds, West Yorkshire, LS18 5HD
Telephone number	0113 258 5522
Email	cliffehousenursery@talktalk.net
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Cliffe House Day Nursery Limited is one of two nurseries, which are privately owned, and was registered in 2003. It operates from three rooms within a building on the grounds of Trinity and All Saints College, which is situated in Horsforth, Leeds. The nursery serves the students and lecturers as well as the local and surrounding areas and is currently developing links with local primary schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 34 children may attend the nursery at any one time. There are currently 50 children attending who are within the Early Years age range. The nursery is registered on the Early Years Register. The nursery provides funded early education for three and four year olds.

The nursery employs 14 members of child care staff. Of these, two hold a level 2 qualification and ten hold appropriate early years qualifications at level 3 or above. One member of staff has a foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team show a strong commitment to work in partnership with parents and are in the process of developing links with other local childcare providers. Self-evaluation is effective and the senior management team are able to explain how they have made significant improvements to the provision. Staff effectively promote children's welfare; they work hard to ensure all children are included and their individual needs are met. Children make good progress towards the early learning goals. They develop a positive attitude to being healthy and show an interest in the natural world and technology.

What steps need to be taken to improve provision further?

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

- continue to develop partnerships with other childcare providers
- organise systems, so children are grouped appropriately during story time.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and all required checks have been carried out on staff. They have completed safeguarding children training and this is also included within staff induction procedures. As a result, they know to record any

concerns and seek advice where necessary. Supervision of children is good and the system to manage access to the premises is effective. Staff ensure that unauthorised persons cannot gain entry and visitors are recorded.

The staff team are very friendly, helpful, motivated and are committed to improvement. They are fully involved in planning, evaluating and developing practise. There are clear improvement plans in place and these are devised after the views of parents, children and the staff team have been sought. For example, the new outside play area has been planned after consulting service users. The management team have demonstrated the capacity to appropriately tackle any identified areas of weakness. For instance, a lecturer in nutrition is working with canteen staff to improve the lunch time menu.

Resources are mostly well deployed to support children's progress. The staff regularly change areas to keep children interested and motivated. For instance, to encourage the children to make Mother's Day cards, the 'mark-making' area was turned into a card shop. However, pre-school children are not grouped effectively during story time. This is demonstrated as younger children become restless because the group is too big and the book is very challenging. Staff take appropriate steps to ensure resources and the environment are sustainable. For example, children are encouraged to handle toys and books appropriately and are also involved in recycling products.

An effective settling in procedure is embedded and there is an established system to gain information about children before they start at the nursery. This includes their individual needs, home language, routines and starting points. Parents are well informed about all aspects of their children's achievement, well-being and development. For instance, regular written reports are sent home and parents meetings carried out, to pass on information about each child's progress. Parents also receive information via notice boards, newsletters, information sheets for the under three's and daily verbal feedback from staff. The nursery also involves parents in various fundraising events, such as, 'Children In Need', 'Red Nose Day' and 'The Big Toddle'.

The setting has started to communicate with other childcare providers who support children who attend the nursery. However, these links are not firmly established as they have not made direct contact with all other settings. The nursery has close links with the college, for instance, children and staff can use the grounds and facilities, such as, the sports hall and equipment. Students from the college attend work placements at the nursery and an author from the college came into the nursery to read their book to the children.

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

Staff have completed food safety training and meals, such as, braising steak, mashed potato and green beans are offered to children. The children have good appetites and enjoy their food very much. They successfully develop self-help skills as they independently serve their own lunch. Planned activities, such as, growing

and tasting tomatoes, cucumbers and green beans introduce children to healthy ingredients and where they come from. Children have a positive attitude to exercise and enjoy practising their physical skills. More able children like the challenge of using the balancing beams and jumping off the tunnel. Young children move spontaneously to music and have great fun as they participate in regular music and movement sessions.

Activity planning reflects the current theme and children's individual needs and interests. The system is easy to follow and all staff working with children are familiar with how each part fits together. Children's development records clearly show their achievements and progress. Observations 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 there are no gaps in children's learning, for example, individual tracking sheets are regularly updated for each child.

Children have a positive approach to learning and are keen to participate in activities. As a result, they make good progress in their learning and development. More able children recognise and write their own name. Children show an interest in technology and know how to operate equipment, for example, they take photographs using a digital camera. Children have opportunities to learn about the local community and natural world. The children have planted daffodils and watch them grow. They happily join in with favourite songs, such as, 'Mary, Mary quite contrary'. One child commented, 'We have got flowers growing in our garden'. The children are also taken out on nature walks and interesting visitors are invited into the setting, such as, a librarian.

Staff are positive role-models and consistently give children much positive praise and encouragement. As a result, children are very well behaved. For instance, more able children use good manners without being prompted to do so. Children develop positive attitudes to others. Special events are planned for and celebrated during the year, such as, Christmas and Chinese New Year. As part of the Christmas celebrations, children went to church to listen to the nativity story and sing songs, such as, 'Little donkey'. This means that they learn about others through first hand experiences. Children also have access to resources which reflect positive images of diversity, such as, books and dolls to underpin their awareness.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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