

# Clifton Village Nursery

Inspection report for early years provision

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**Unique reference number** 303719  
**Inspection date** 25/11/2011  
**Inspector** Jacqueline Baker

**Setting address** St. Johns C of E Primary School, Towngate, BRIGHOUSE,  
West Yorkshire, HD6 4HP

**Telephone number** 01484 720 461

**Email**

**Type of setting** Childcare - Non-Domestic

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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

Clifton Village Nursery was established in 1975 and is managed by a voluntary committee. It is situated in the village of Clifton, close to the town of Brighouse in West Yorkshire. The nursery is accommodated within St John's Primary C of E Academy and caters for children from the local community and surrounding areas. The nursery is open each week day from 9am to 3pm, term time only. All the children share access to a secure enclosed outdoor area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the nursery at any one time and currently there are 44 children aged from two to five years on roll. The nursery supports children who have special educational needs and/or difficulties and is in receipt of nursery education funding for children aged three and four years.

There are seven members of staff working with the children, all of whom have appropriate childcare qualifications to level 2 or 3. The manager has a degree in Childhood Studies. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children at Clifton Village Nursery thrive in a highly stimulating environment where overall they make excellent progress with their learning and development. Staff use their exceptional knowledge of Early Years Foundation Stage to plan exciting activities that encourage children to become inquisitive and active learners. Partnerships with parents and other agencies are outstanding and ensure that continuity of care and the needs of all children are met. Children's welfare and safety is given a high priority as staff effectively implement the setting's robust policies and procedures and encourage children to learn how to keep themselves safe. Strong leadership, together with exceptional methods for self-evaluation, demonstrates the setting's commitment to continuous improvement.

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

To further improve the high quality early years provision the registered person should consider:

- developing further innovative ways to involve parents with their children's learning.

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

Staff are very knowledgeable about local safeguarding policies and have highly effective procedures in place to manage any concerns they may have about children in their care. Exemplary recruitment procedures, which include appropriate background checks and a trial period, together with mentoring, appraisals and regular staff meetings, mean that staff remain suitable for their role. Robust risk assessments and twice-daily checks of the environment are fully embedded in practice. This means that children are able to move safely around the nursery.

The manager is enthusiastic and passionate about improving outcomes for all children. She is supported by a highly committed staff team and a dedicated committee who share her positive vision for the future. The staff team use self-evaluation and a reflective diary very effectively to identify areas of strength and areas to be developed. This excellent practice ensures that actions taken by the nursery are well targeted and have had an outstanding impact in bringing about sustained improvements to the provision. Staff regularly attend training sessions and have the opportunity to observe their colleagues and to learn from each other. This not only develops the knowledge of individual staff members, but also results in excellent outcomes for children.

Equality and diversity is at the heart of the practice within the nursery. An effective key worker system is in place and staff have an exceptional knowledge of each child's background and needs. Support to children who have special educational needs and/or disabilities is outstanding and staff readily and skilfully adapt activities to ensure that all children can access them. Robust policies are regularly reviewed and support staff in ensuring that the needs of all children are met and that they are fully included in the nursery at all times

Staff make exceptional use of resources available to them and plan exciting and thought-provoking experiences for all children. Excellent organisation means that staff are able to respond very effectively to child-led activities. For example, developing the role-play area into a hairdresser's. The deployment of staff and their enthusiastic interactions with the children have a significant impact on their learning and development. Outcomes related to children's progress in relation to their starting points are exceptional.

Partnerships with parents and carers are outstanding and parents offer very positive feedback about their children's care and learning. Parents and carers are heavily involved in decision-making and are well informed about their children's learning and development at all times. Displays directed at parents include nursery planning and activity ideas to extend learning at home. There are also strong links with others concerned with the welfare and development of the children, for example other providers, health professionals and local authority advisors. This has a significant impact on the continuity of care for all children and helps to ensure that they are able to develop and learn successfully.

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

Children are well nurtured and motivated in a vibrant environment, where they make excellent progress with their learning and development. Highly skilled staff provide exciting learning opportunities and resources to promote children's interest. For example, children take great delight in playing in the role-play area, where they pretend to be hairdressers. They practise their writing skills on appointment cards and count money received from their customers. This encourages children to be active learners, who are inquisitive and inspired by their opportunities within the nursery. Group times are highly effective in practising number rhymes and songs. Staff are sensitive to children's needs and use innovative methods to enable some children to sustain concentration. Staff make good use of excellent observations to assess children's learning; they track progress using the Early Years Foundation Stage and ensure that children's next learning steps are included in future planning. Staff provide an excellent balance of adult- and child-led activities, which allow children to express themselves and show enthusiasm for their own learning and development. For example, adults lead an activity to bath baby dolls. Sensitive support and questioning allows children to explore aspects of caring for others, and, for some children, this helps them to welcome a new sibling.

All children show a strong sense of security and feel safe within the nursery. They move around independently and confidently, freely accessing inside and outside areas to follow their own interests. Children use scissors and other tools with great care. This is because staff have helped to develop children's understanding of how to keep themselves and others safe from harm. Staff promote healthy lifestyles by offering healthy snacks and enhancing children's learning through activities and discussions. Visits from professionals, such as an oral hygienist and optician help children understand the importance of good health. Children enjoy accessing outside areas freely, where they are encouraged to be active; they have space to run, climb, swing and use wheeled toys. This promotes children's enjoyment and understanding of the importance of regular exercise. Staff offer plenty of praise and encouragement for children's efforts, which helps to build confidence and self-esteem.

Children's behaviour is exemplary. This is because staff support children with clear explanations, boundaries and routines. Children work and play exceptionally well with their peers, showing highly impressive negotiation and cooperation skills. For example, they work together to build large constructions with bricks, and support each other when taking part in activities on the computer. The stimulating environment reflects the wider world and encourages children to appreciate diversity and value differences. Children take part in a wide range of activities, such as food tasting and celebrating different festivals, which enhance their understanding of others. The nursery provides an abundance of inspiring opportunities for children to develop excellent skills to support their future learning and development.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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