

West Cliffe School

33 Barlow Road, Keighley, West Yorkshire, BD21 2EU

Inspection date	19/10/2012
Previous inspection date	02/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's physical development especially their health and self-care is well-developed to promote their independence.
- Children's self-confidence is also well-promoted, they select activities and work well together to achieve their goal, as a result, children are building close friendships with their peers.
- The key person system is well-established and most children are beginning to form secure attachments.
- Teachers have a good understanding of safeguarding children and make sure the children are safe and secure whilst attending the provision.
- Systems in place to monitor practitioners' performance are good and effective arrangements are in place to support and mentor under-performance.
- Arrangements to monitor children's progress and identify gaps in their learning are implemented very well.

It is not yet outstanding because

- the management of children's behaviour does not fully include them to agree behaviour codes and take responsibility for them.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children indoors and outdoors.
- The inspector spoke to the leader and manager about their roles.
- The inspector looked at a sample of policies and procedures, and the systems in place for safe recruitment.
- The inspector spoke to parents and carers and took into account their views.
- The inspector looked at the arrangements for assessment and observations.
- The inspector carried out a joint observation with the principle.

Inspector

Thecla Grant

Full Report

Information about the setting

West Cliffe Montessori School and nursery was registered in 2008 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in an extended Victorian house, which includes two annexes in the grounds. The nursery is situated in the Highfield area of Keighley. The nursery serves the local area and

wider community. It operates from two rooms on the ground floor and the two annexes. There are two fully enclosed areas available for outdoor play.

The nursery employs seven members of childcare staff. Of these, all seven hold appropriate early years qualifications. Two members of staff hold Early Years Professional status, one of whom also has Qualified Teacher Status. An additional member of staff also has Qualified Teacher Status. The nursery opens Monday to Friday for 47 weeks of the year. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 40 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. The nursery also supports a number of children with English as an additional language.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve staff deployment to support children to manage their feelings and promote their behaviour; by involving children in agreeing codes of behaviour and taking responsibility for implementing them, especially in the cafe area.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The teachers in the Montessori setting have a good knowledge and understanding of how children learn and provide a varied range of activities across the educational programmes to support children's development. Therefore, children thoroughly enjoy a stimulating environment that offers enough challenge for them to remain motivated to learn and find things out for themselves. Children thoroughly enjoy making patterns with the different colour shapes on the light board; 'this is an ear' they say as they add the squares to the triangles, showing increasing creativity and imagination. They then extend their activity to making a bird house. During the arts and craft activity children become engrossed with the texture and the feel of the paints on their hands and maintain focus for a period of time. Outdoors the teachers encourage the children to feel the texture of the leaves and practise sweeping to explore new ways of moving. Children also enjoy riding the sit and ride toys and pushing the prams in the garden, developing physical skills well.

Observations and assessments are effective. They include the prime and specific areas and the development bands are completed to identify any gaps in the children's learning. Individual educational plans are in place to close gaps identified. The quality of teaching is good; teachers skilfully motivate children to create and think critically. For example,

children become involved in building with the large bricks and work cooperatively to join the bricks together; once they have finished each child decides how they want to use the finished product. Some children use the bricks to run the train along and join angled bricks to create a ramp to run their train down, therefore testing out their ideas. Other children decide to use the bricks to practise their balancing skills and carefully walk across the bricks. Once they feel they are confident enough, they jump across from the bricks to the step leading to the other level of the playroom to continue their explorations.

Good systems are in place to involve parents in their children's learning. Parents are constantly informed of their children's progress; they are also encouraged to come into the provision to learn about the Montessori ethos. As a result, parents become involved and join their children on the Forest School visits. Parents are also aware of the new Early Years Foundation Stage educational programme because the information is clearly displayed on the 'parent board'.

The contribution of the early years provision to the well-being of children

Teachers provide a warm and friendly environment for the children to play and explore. Some children have formed strong bonds with their key person and know the routine of the provision well. However, those who have not yet developed enough confidence to build relationships are monitored and effective systems are in place to assist them in developing their social skills. Teachers clearly create opportunities for children to continue to develop in self-confidence and self-esteem through well thought out procedures. For example, children confidently organise themselves at snack time. They wash their hands and independently select the food they want from the cupboard. They also set the table with the plates and take their seats. However, snack time is not always effectively supervised to promote good table manners. As a result, some children do not consistently behave well at this time.

Children have a good understanding of how to keep themselves safe whilst at the setting. This is displayed in their play, for example, they know that the equipment must be put away after they have finished playing to prevent trip hazards. Teachers have a good understanding of safety and successfully make sure the premises are secure to prevent intruders entering.

Links made with other providers are good. Practitioners have developed links with the school and develop the children's self-confidence through their transitions by inviting teachers in to meet the children who will attend school.

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

The management team have a clear understanding of their roles and work well together to implement the learning and development requirements of the Early Years Foundation Stage. As a result, parents and teachers are aware of the new educational programme. Children with identified gaps in their learning are effectively supported through the arrangements in place to monitor and assess their development. Robust arrangements are

also in place for staff recruitment and to ensure those caring for children are suitable to do so. Teachers receive regular staff appraisals and through these a programme of professional development is introduced. As a result, they have kept abreast of training in child protection and paediatric first aid. They have a good understanding of the child protection procedures and are able to effectively identify the signs and symptoms of abuse. As well as this, they are able to follow the prescribed procedures in place for reporting concerns. Systems in place, such as improvement plans to monitor under-performance, are well-focused and provide good support.

The management team have an accurate understanding of the safeguarding and welfare requirements. Therefore, they have identified who will take the lead responsibility in child protection. Those taking the lead have organised training for all of the practitioners; to make sure they are able to recognise if a child is at risk. Policies and procedures are shared with parents and a staff handbook is in place to ensure children's welfare and safety are met well. These include a guideline on child protection.

The management team uses the Early Childhood and Infant and Toddler Early Environmental rating scale to evaluate their provision effectively. Therefore, weaknesses identified have been addressed. For example, the provision has widened the main door so it is easily accessible to wheelchair users. Good arrangements are in place to develop partnerships with parents. The management team has introduced parents evenings for parents to discuss their children's progress and keep them informed of changes in the educational programme. Partnerships with other professionals are also well-developed to help teachers to support children and help them make progress. For example, the management team attend network meetings, as these feed into different schools. They also have health visitor connections and have built links with the Special Educational Needs Coordinator. As a result, the provision supports children's needs well and closes any gaps in learning quickly.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY371640
Local authority	Bradford
Inspection number	821278
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	40
Name of provider	Tiffany Anne Bisby O`Rorke
Date of previous inspection	02/10/2008

Telephone number

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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