

# West Cliffe School

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

<b>Inspection date</b>	15/04/2013
Previous inspection date	19/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- All staff work exceptionally well as a team and are highly committed to constantly providing the best they can for the children in their care. As a result, children receive an enjoyable and stimulating learning experience.
- The dedication of each child's key person ensures all children are skilfully supported and prepared as they make progress towards school.
- Partnerships with parents, outside agencies and other providers are strong, ensuring children's needs are quickly identified and understood to maximise their learning and development.
- Teaching of the educational programmes provides challenge and promotes good learning and development.

### It is not yet outstanding because

- Opportunities for children to use information and communication technology resources, such as a computer, to support their learning are not fully promoted.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the playrooms and the outside area.
- The inspector spoke with the principal, school manager and key persons at appropriate times throughout the observations.
- The inspector looked at children's learning journey records, planning documentation, the provider's self-evaluation form and a selection of policies and children's records.
- The inspector also took account of the views of three parents spoken to on the day.

## Inspector

Shazaad Arshad

## Full Report

### Information about the setting

West Cliffe Montessori School and Nursery was registered in 2008. It operates from an extended Victorian house, which includes two annexes in the grounds. The nursery is situated in the Highfield area of Keighley. The school serves the local area and wider community. It is privately owned and managed. All areas used by children are located on the ground floor. Additionally there are two separate areas for outdoor play. The school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 60 children on roll, all of whom are within the Early Years Foundation Stage. The school opens Monday to Friday for 47 weeks of the year. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. The school provides funded early education for two-, three- and four-year-olds. The school supports a number of children who speak English as an additional language. The setting employs nine members of teaching and childcare staff, all of whom hold appropriate early years qualifications, additionally some are qualified to degree level, two staff hold Early Years Professional Status and Qualified Teacher Status. The principal holds Early Years Professional Status as well as teaching qualifications. The school is an accredited Montessori training centre.

### What the setting needs to do to improve further

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

- build on current planning for children's learning in information and communication technology to further enhance opportunities for them to make use of a wider range of resources.

## Inspection judgements

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

Teachers have good skills and knowledge of the learning and development requirements and are trained in the Montessori approach to extend the ways in which children learn. The well-organised nursery school, together with the adjoining annexes, garden areas, playgrounds and use of the Forest School methods provides children with ample space to explore and learn. For example, in the outdoor play spaces young children talk excitedly about the creative sessions they have taken part in and show their hands still have glue on them. They talk about the different sizes of the birds they can see and how fast they travel. This leads on to the children getting on the bikes and racing quickly as they comment, 'I am going as fast as the birds'. Teachers nurture and support children's

learning based on their interests. This means that children are quickly accustomed to making their own decisions and organise themselves well. For example, they are persistent in the use of cutting shapes and handling the different sized papers. Children are very proud of being able to follow the shapes and use good language as they say, 'look, I have cut this by myself'. Children learn to count and problem solve in maths, through activities that interest them. For example, children use shape, space and measure using the dough and are able to use and compare shape and size while using paints as they state, 'I have made a big circle'. Children also work out how many apples are left from pictures in books and recognise the numbers on the cards. They make patterns, fill and empty containers and engage in many positive interactions with staff during the activities. Effective systems are in place to ensure children who speak English as an additional language make good progress in using and understanding English.

The good use of the outside environment enables children of all ages to have freedom to explore, be physically active and have first-hand experiences of the seasons and weather. For example, they talk about the difference in weather and comment that the hot sun is in their eyes. All children have good opportunities to learn by using their senses. Babies and young children regularly investigate the sensory play areas, use wooden objects in a treasure basket and experiment with paints, foam, water and glue. Staff effectively use these to support children in learning phonics and building up words. Children have extensive opportunities to initiate their own learning through exploration and investigation as staff use their skills and knowledge to challenge their thinking further. For example, younger children particularly enjoy investigating the rain stick and watching the beads run through to the bottom. Inclusive practice is central to the Montessori approach and as a result of an inclusion audit, the school has improved access to resources and play areas. However, access to resources supporting children's interest in information and communication technology are limited, as the working use of items, such as the computer is intermittent. This impacts on children developing future skills around their understanding and competency using technology equipment to support their learning.

Assessments of children of all ages are clear, precise and sharply focused and include contributions from all those involved in each child's learning. These are based on the staff's comprehensive knowledge of each child and their families, and as a result, allow staff to support children in making good progress in relation to their starting points. In addition, staff work closely with parents to introduce familiar words to children at home and in the setting to help them develop their understanding of English. These arrangements link very well to the monitoring of the progress check at age two. This, together with good links with a range of professional services, ensures children who are gifted, or may need additional support are identified quickly to maximise their potential. Assessments clearly ensure that any gaps in children's learning are targeted and that all children make good progress towards the early learning goals and their readiness for school.

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

Teachers are highly trained through Montessori approach in their roles as key persons. They are very sensitive with the children and assess how children develop secure

attachments to individual staff in the school. This supports the building of trusting partnerships with children, parents and others who are involved in the care and learning of the children. Teachers ensure that each child receives individual care and learning which meets their specific needs and helps them build confidence. Consequently, children settle well and feel safe and secure in the environment.

Children clearly understand how to keep themselves safe and healthy in the safe environment. For example, they talk about their understanding of safety and explain that drinking a hot drink would burn their tongue. Teachers teach children about germs; children explain why they need to use soap and water in the school and why they must ensure their hands are clean before accessing snacks. Children learn to manage their own risks because staff encourage and support them to explore their surroundings. They are offered encouragement as they engage in new experiences, such as using larger scissors and pouring water using different sized utensils to see what happens. Children use the outside facilities in all weathers. They have opportunities to take part in challenging physical activities through music and movement sessions as well as undertaking trips using the Forest School approach to outdoor play. This enhances their opportunities to develop their physical skills. Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Children's behaviour is good because teachers provide clear boundaries and engage in positive discussions with children to ensure children work with their peers. For example, minor disputes on the use of resources are dealt with effectively through a sensitive and caring approach. Children develop independence and social skills as they help each other with tasks. For example, they help others with activities, give out cutlery and help clear away during eating times. Meal and snack times are also social occasions where children chat with friends and teachers about their home and family. Children demonstrate they know about healthy foods as they explain their packed lunches include fruits to make them strong. Children are persistent in their learning and teachers are quick to offer lots of praise for their achievements. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. They fully support children to form strong, secure, emotional attachments, which provide a solid foundation for their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources from the vast range of activities and resources on offer. They know that staff are close by if they need any support, such as helping them with a manageable piece of card for drawing.

Partnerships with other providers of the Statutory Framework for the Early Years Foundation Stage are established and contribute towards smooth transitions to school. For example, regular exchange visits with teachers take place so that children become familiar with the new adults who will be responsible for them.

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

The principal and the teachers have a strong commitment to ensure that all children attending the school have the highest quality care and learning experience to prepare them for life. The principal has excellent knowledge and understanding of the Early Years

Foundation Stage and how children learn. This is utilised well to monitor the success of the educational programmes for the benefit of all children attending the school. The principal has links with the local authority and teaching establishments, including universities and schools, which are used to benefit the wider community. Teachers have a good understanding of how to safeguard children, access relevant training and know who to contact if they have concerns about a child in their care. A comprehensive portfolio of policies and procedures is implemented well and contributes towards ensuring children's health, safety and well-being are continually promoted. The environment, both indoors and outdoors, is organised very well with all hazards successfully identified and minimised. Staffing ratios in all the rooms are always maintained and there are good arrangements in place to manage students. Consequently, children are safe and secure. Staff are robustly checked and qualified for their role, as a result, the safety and well-being of the children is assured. They benefit from regular appraisals, supervision and a good training programme through the use of both the local authority audit tool and the Montessori Education quality assurance scheme. These all contribute towards ensuring staff consistently develop and enhance their skills and awareness of current best practice.

The monitoring and evaluation of the setting's strengths and weaknesses is undertaken to clearly identify and target plans to secure continuous improvement. Current targets that the setting have identified are to further integrate Montessori approach and links with the Early Years Foundation Stage. They have correctly identified areas for development around the use of incorporating children's work in displays and making better use of resources for information and communication technology. Staff, children, parents and other providers are fully involved in the evaluation process and their views and ideas are actively listened to and acted on. This leads to a meaningful evaluation process, which ultimately enhances the quality of teaching and learning.

Parents are very complimentary about the school and the service it provides. They comment 'the school is a wonderful place and the calmness of the teachers allows my child to grow and develop' and 'the teachers are amazing in understanding my child'. The principal also runs parents' classes introducing the Montessori curriculum and the school host parental involvement events, such as coffee mornings, parents' evenings and creative making sessions with them. The partnership approach ensures that parents are fully included in the school. Partnerships with external agencies and other providers are well established and ensure all children receive consistent support to reach their full potential.

### **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
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.
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 action. 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

<b>Unique reference number</b>	EY371640
<b>Local authority</b>	Bradford
<b>Inspection number</b>	907766
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	54
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Tiffany Anne Bisby O`Rorke
<b>Date of previous inspection</b>	19/10/2012
<b>Telephone number</b>	01535 609 797

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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, which are usually the childminder's 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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