

# Cliffe House Day Nursery Ltd

C/O Trinity & All Saints College, Brownberrie Lane, Horsforth, Leeds, West Yorkshire, LS18 5HD

<b>Inspection date</b>	30/07/2014
Previous inspection date	29/03/2011

<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**

- Teaching is good and as a result, children are motivated to learn. Staff are skilled in providing for children's individual needs, ensuring that every child makes good progress from their starting points.
- Children are settled and content because all staff provide a caring and nurturing environment that promotes children's emotional well-being effectively.
- Children are safeguarded and fully protected from harm. This is because all staff have been checked and are suitable to work with children and fully understand their role and responsibility in protecting children.
- Children's needs are quickly identified and very well met through the robust and effective partnerships between parents, external agencies and other professionals.

### **It is not yet outstanding because**

- There is less emphasis placed on the use of an extended range of resources in the outdoor space, particularly for the further development of language skills.
- The system for peer observation is not fully utilised to support the sharing of high quality teaching.

## 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 viewed all areas of the premises, equipment and observed activities in all rooms and the outside play areas.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector held meetings with the provider, manager and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Sian Campbell

## Full report

### Information about the setting

Cliffe House Day Nursery Ltd was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five nurseries, which are privately owned. It operates from two buildings on the grounds of Trinity and All Saints College, which is situated in Horsforth, Leeds. The nursery serves the students and lecturers from the college as well as the local and surrounding areas and it is currently developing links with local primary schools. The nursery is accessible to all children and there are two areas available for outdoor play. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery also offers a bookable early bird session from 7.30am. Children are able to attend for a variety of sessions, including term time only. There are currently 98 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 22 staff working directly with children, all of whom have an appropriate early years qualification and 14 of the staff hold qualifications at level 3 or above. One member of staff has a foundation degree.

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

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

- enhance the opportunities that children have when playing outside, for example, by extending the range of literacy resources to develop their language skills
- extend the existing system of peer observation to further enhance the evaluation of staff's performance and build on modelling of good practice.

### Inspection judgements

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

Children's learning and development are promoted effectively as the manager and staff have a good understanding of the Early Years Foundation Stage. The quality of teaching is good. Staff have a secure understanding of how to promote children's learning and development through the prime and specific areas of learning. They provide an exciting, stimulating and well-organised environment, with a range of resources to promote physical development, including climbing and soft play equipment. There is a sharp focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. Staff join in with children's play, role modelling and extending children's vocabulary, appropriate to age and stage of development. Children develop their communication and language skills as they show interest in familiar sounds. Babies understand what is being said to them as they begin to point and gesture and use single words to communicate. A range of resources provided

within the nursery ensures that children's language and communication needs are met. However, staff have not fully considered the use of the outdoor area to further support children's language development by including a range of literacy resources outdoors.

All staff and key persons know the children and their families well and effectively support each child's personal, social and emotional needs. Children develop secure emotional attachments, which enables them to leave their parents confidently as they enter the nursery. Every child has an individual profile and a record of learning that identifies their learning and progress. Parents spoken to on the day of the inspection report that they receive high quality information from the manager and staff and they have a range of opportunities to contribute towards their children's learning. For example, they share observations of learning from home on the observation tree display board. These very good partnerships with parents are actively contributing to children's learning and progression.

Staff enthusiastically plan learning, using the information gathered from parents on entry to the nursery. Each child is assigned a key person as well as a significant second person, both of whom are responsible for the development, care practices of children and liaison with parents. Parents speak to staff daily and contribute to their child's observations and profile booklets. They also receive information at parents' evenings and at the end of every term, in the form of a learning summary. These strong links with parents means that children are well prepared for school and their next stage of learning.

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

Staff support children to feel secure and comfortable with routines and the close relationships with their key person. Children experience varied and imaginative learning opportunities, based upon their individual interests. To help prepare children getting ready for school, staff work closely with local schools and they have devised very effective transition strategies. For example, staff from the local schools visit the children at the nursery. Staff also accompany children to their settling-in visits in reception. Children form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interactions between staff and children ensures that all children form positive and trusting relationships. Children settle well because staff find out good information from parents about their child before they start at the nursery, to ensure all children's needs are known and effectively met. Staff also ensure that the individual needs of children are shared within the setting through transition reports, to support them as they move between rooms within the nursery.

Mealtimes are relaxed and sociable occasions. Staff promote children's developing independence and self-care skills well. For example, younger children competently feed themselves and older children set the tables with named place cards for their peers. Children develop a good understanding of healthy lifestyles as they enjoy experiences based around the teaching of health and the benefits of physical exercise. Staff are fully aware of each child's individual health and dietary needs and maintain clear records, policies and procedures to ensure that these are addressed appropriately. Daily routines for hand washing, before meals and after playing outdoors, are securely embedded and

undertaken independently by older children. Rigorous records and procedures are in place for the administration of medication. Nappies are changed in a manner, which ensures that children have privacy and all nappy changes are recorded. Staff understand the need to be vigilant and children are changed promptly.

Children play in a calm, relaxed environment and show consideration for one another. Children's behaviour is good because staff constantly praise their efforts and promote positive reinforcement of clear rules and boundaries. This promotes children's self-confidence and self-esteem. Staff gently remind and support younger children to share toys and to tidy up, offering praise and encouragement for their efforts and achievements. Consequently, children have a willingness to join in, gain positive self-esteem and develop an understanding of responsibility. Children play and learn in a safe environment, as staff complete daily safety checks of the indoor and outdoor play areas. Staff deploy themselves very well within the indoor and outdoor environments, to ensure that children are supervised and kept safe. Staff follow effective procedures to deal with any accidents appropriately. Robust medication procedures are in place to help staff ensure children are kept protected. All information is recorded and shared with parents in a confidential way.

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

Children are safeguarded through the implementation of good practices and procedures, which underpin the consistent approach and practice and are reviewed regularly. Children's safety is prioritised as the staff carry out detailed risk assessments on all areas of the building, the outdoor area and resources. In addition, accurate accident records are maintained and these systems are reviewed regularly. Robust recruitment and vetting systems are followed by management to ensure that all adults working with children are suitable to do so. Strong partnerships with a wide range of professionals have enabled practitioners to implement the Early Years Foundation Stage with confidence. As a result, they have a good understanding of the requirements to effectively monitor all children's skills, abilities and progress.

The nursery is managed well. The management team oversees the staff team to ensure that all requirements of the Early Years Foundation Stage are met. Managers monitor the planning and teaching and review children's developmental files to ensure high level interactions and evidence is recorded consistently and accurately. The management team continually works hard to develop the service provided, using a clear process of self-evaluation to monitor the effectiveness of the nursery's practices and procedures. Parents, staff and children contribute to this process and this provides a good overview of the whole provision leading to the identification of clear targets requiring further improvement. Staff supervision and appraisals are well embedded and are a regular process in the nursery, which are used to identify strengths, training and improve practice. However, the system for peer review is not fully embedded, meaning that staff do not always model or share their good practice to less experienced colleagues.

Very good partnerships between parents, external agencies and other providers are evident and well established. These contribute to meeting children's individual needs

effectively. Effective communication systems ensure that parents are kept fully informed of their children's progress. Photographs and informative displays cover the walls. These illustrate the breadth of activities that children are actively involved in during their time at the nursery, accompanied by explanations relating to how they learn. Parents are supported to develop their understanding of childhood illnesses through informative parent displays. The manager provides an article of the month in relation to an aspect of child development, as a reference for parents. Furthermore, parents receive feedback on their suggestions for improvement. The manager has included a 'you said, we did' section of the newsletter to provide accurate and timely feedback to parents on the improvements made to the setting. Individual planning for children's development is shared with parents and appropriate professionals, if required. As a result, there is consistent, secure support for children with any special educational needs and/or disabilities and therefore, all children's needs are very well met.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	319384
<b>Local authority</b>	Leeds
<b>Inspection number</b>	868580
<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>	60
<b>Number of children on roll</b>	98
<b>Name of provider</b>	Cliffe House Day Nurseries Ltd
<b>Date of previous inspection</b>	29/03/2011
<b>Telephone number</b>	0113 258 5522

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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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