

Cliffe House Day Nursery

Main Street, Burley in Wharfedale, LS29 7DG



Inspection date

21 April 2015

Previous inspection date

26 November 2008

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

Summary of key findings for parents

This provision is good

- The quality of teaching is good. Children are provided with a welcoming, warm and stimulating learning environment in which they are motivated to learn and are happy. All children make good progress from their starting points. As a result, they are well prepared for their next stage in learning and the move on to school.
- Staff have a good understanding of their responsibility with regard to protecting children from abuse and neglect. They have a good knowledge of the procedures to follow should they have a concern. Robust procedures ensure that the environment is safe and secure at all times, therefore children's safety is assured.
- The well embedded key-person system helps all children to form secure emotional attachments as staff skilfully support them in their play and learning. Consequently, children are extremely well prepared for their move to other rooms in the nursery.
- Partnerships with parents and other professionals are very strong. They play a key part in how staff plan strategies and interventions to support children's unique needs. Consequently, all children make very good progress given their individual starting points and abilities.
- The dedicated manager and owner demonstrate a strong commitment to bringing about change and drive improvement forward. Self-evaluation and improvement plans are sharply focused and include the views of staff, parents, carers and children.

It is not yet outstanding because:

- Staff sometimes miss opportunities to ask children about what is happening during activities. They occasionally do not allow children enough time to answer questions.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their critical thinking skills, for example, by giving children sufficient time to process the information and respond.

Inspection activities

- The inspector held meetings with the manager and owner of the nursery throughout the inspection.
- The inspector toured the premises and the outside areas accessed by the children and staff.
- The inspector observed children playing both inside and outside and spoke to the children and staff throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector looked at a selection of documentation, including staff qualifications, their Disclosure and Barring Service checks, the policies and procedures, including safeguarding and children's learning records.

Inspector

Jane O'Callaghan

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are very happy and enthusiastic learners. They are eager to be involved in activities and explore their environment. They benefit from positive interactions with staff, who accurately plan for next steps in their learning and development. As a result, children make good progress in their learning given their starting points. They are motivated to learn as they freely help themselves to the wide selection of resources available to them. For example, staff encourage children to use their problem-solving skills as they work cooperatively to count to the date of the month. All children are fully engaged in the activity, shouting about what the weather is like outside and what year it is. This develops both their numeracy skills and their understanding of the world. Children are very confident with their physical abilities and have a wide range of activities to develop these further and provide challenges. For example, children practise their balancing and manoeuvring skills as they ride around on the scooters. Staff encourage younger children to play in the cornflour and show children how to scoop it up with the tools available. Staff ask questions about what colour the cornflour is. However, staff do not always give children enough time to respond to the questions, before responding themselves. Children enjoy playing in the well-equipped home corner; they pretend to make drinks and food offering them to their friends. This helps to develop their imagination and social skills.

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

Staff encourage children to learn about keeping healthy by providing nutritious meals and snacks. Children benefit from daily fresh air and exercise, and the outside area is accessed throughout the day by children. All resources are stored and organised so that they are accessible to children and promote child-initiated play. Children are very well supported by staff when they are ready to move to the next room or on to school. This promotes their independence and confidence successfully. Children also develop their self-help skills well as they put on their own sun hats and lay the table at mealtimes. Staff provide children with clear, age-appropriate and consistent behavioural expectations. Consequently, their behaviour is very good.

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

The manager and staff team have a very secure knowledge of the learning and development requirements. The well-qualified and experienced staff team, plan interesting activities that promote children's learning. Children's development is monitored well and key persons ensure any gaps in children's learning are quickly identified. The owner and manager are keen to support all staff to attend training and obtain relevant qualifications in early years. This has had a significant impact on the overall quality of teaching and learning. Staff have a very good understanding of how to safeguard children and complete good risk assessments. A well-organised range of policies and procedures support children's health, safety and well-being. Recruitment practices are robust and suitability checks are undertaken to ensure a safe environment for children.

Setting details

Unique reference number	EY232708
Local authority	Bradford
Inspection number	855793
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	86
Name of provider	Cliffe House Day Nurseries Limited
Date of previous inspection	26 November 2008
Telephone number	01943 865007

Cliffe House Day Nursery was registered in 2002. The nursery employs 30 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 and above and the manager holds a degree in childcare. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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