

Cliffe House Day Nursery

Browgate, Baildon, BRADFORD, West Yorkshire, BD17 6BY



Inspection date

Previous inspection date

18 February 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children's emotional well-being is fostered extremely well as a result of highly effective settling-in arrangements which involve excellent consultation with parents. Children's continued sense of security is well ensured as they change rooms, move between settings or leave for school.
- Staff create a stimulating and accessible learning environment. This helps to support children's early independence in readiness for future learning. It also means that children are eager to join in and make good progress in their learning.
- Children are happy and confident, and enjoy doing things for themselves within daily routines. They are encouraged to make decisions, for instance, when they would like their snack, which enables them to have greater levels of uninterrupted play.
- Staff have a good regard for children's safety and physical well-being.
- Staff foster children's successful approach to learning through their own enthusiasm and positive interaction. They give all children the confidence to build on their existing skills and try new things in a safe, supportive and inclusive environment.
- Children build strong friendships. They enjoy linking up during small-group play and develop essential social skills, such as listening to others and being kind.

It is not yet outstanding because:

- Staff do not always use the information gained from their ongoing observations rigorously to assess and track children's progress, identify gaps in their learning and plan for their individual next steps, in consultation with parents.
- The monitoring of staff practice is not yet rigorous enough to precisely identify how teaching can be improved to the highest level.

What the setting needs to do to improve further

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

- make better use of information gained from observations to assess children's progress across the seven areas of learning and plan for their individual next steps, in consultation with parents.
- provide more focused monitoring of staff practice, so that teaching can be improved to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a number of joint observations with the organisation's area manager.
- The inspector held a meeting with the area manager, designated parent representative and provider.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation, children's records of learning and planning, and evidence of the suitability of staff working in the nursery.
- The inspector viewed written feedback from parents and other professionals, as well as sampling parent questionnaires. She also spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

The provider and staff share the same strong drive for improvement and this is reflected in effective self-evaluation which includes other professionals, parents and children. Staff's varying qualifications have a positive impact on the nursery provision and there is good access to training. Arrangements for safeguarding are effective. Access to the nursery entrance is stringently monitored and child protection procedures are well understood. Children move around freely in a safe environment and are closely supervised. There is generally very good information sharing with parents, promoting continuity in children's care and learning. There is strong partnership working with other professionals to ensure inclusion for all children.

Quality of teaching, learning and assessment is good

Children take part in a broad range of learning experiences. Staff observe children and plan well for what they need to do next, effectively incorporating children's interests in activities. Staff support babies' and toddlers' early speech and language as they talk about what is happening during care routines. Staff working with other age groups use lively dialogue and good questioning to support children's learning. Staff spontaneously incorporate early mathematical concepts within activities. Children have good exposure to print, helping them develop early reading and writing skills. This is enhanced as staff read stories in an engaging and exciting way. Children show enthusiasm as they investigate a good variety of sensory media that ignites their sense of curiosity. The large front garden provides high levels of challenge as children negotiate different surfaces and gradients. It also provides further opportunities for children to explore intriguing spaces and develop imagination as they play in the mud kitchen or water station.

Personal development, behaviour and welfare are good

Essential care plans are drawn up with parents, enabling children's key person to help them settle and meet their individual needs. This includes specific health or dietary requirements, which are stringently followed. Children receive a warm welcome. They settle quickly and are clearly familiar with the consistent nursery routine; more-able children readily hang up their coats, self-register and complete the question of the day with their parents. Staff in the baby room are very nurturing and create a calm and relaxed environment. Staff help children to develop social skills essential for school and display positive images of diversity around the nursery. Children's appreciation of difference is enhanced through celebrating different festivals. Children have good access to fresh air and exercise and they have a nutritious, well-planned diet. Their good health is strengthened, for example, by visits from health professionals who promote good oral hygiene.

Outcomes for children are good

All children, including disabled children and those with special educational needs, make good progress in all areas of learning, and achievement gaps are narrowing. Children have a positive approach to learning and acquire important skills which prepare them well for moving on to school.

Setting details

Unique reference number	EY479636
Local authority	Bradford
Inspection number	981495
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	70
Number of children on roll	118
Name of provider	Cliffe House Day Nurseries Limited
Date of previous inspection	Not applicable
Telephone number	01943 865007

Cliffe House Day Nursery was registered in 2014. It operates from the converted Old Vicarage in the Browgate area of Baildon. The nursery employs 29 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, two hold level 5, one holds level 6 and one has Early Years Professional status. The nursery opens from Monday to Friday, all year round, excluding the week between Christmas and New Year. Sessions are from 8am until 6pm, although an early bird option of 7.30am is offered. The nursery provides funded early education for two-, three- and four-year-old children.

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