

Cliffe House Day Nursery & Out of School Club



Cliffe House Day Nursery, Back Featherbank Terrace, Horsforth, LEEDS, LS18 4SZ

Inspection date	19 July 2016
Previous inspection date	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

- A highly effective key-person system is in place to support children's emotional well-being. Staff are positive role models and children have formed strong attachments to their key person. Children often invite staff to join them in their play and they share their accomplishments with staff. Children's behaviour is good.
- Children independently make choices from a wide range of stimulating and exciting play equipment. They move between the indoor and outdoor environment and have very good self-care skills. This supports their all-round learning and development.
- Staff have established positive partnerships with parents, teachers at the school and other professionals. This two-way flow of information helps to ensure a consistent approach to meeting children's individual needs.
- Children learn to lead healthy lifestyles. Staff provide them with plenty of outdoor play, exercise and fresh air. For example, children understand the importance of applying sun cream and drinking water to remain hydrated.
- Children learn about each other's diverse backgrounds. For instance, staff display words and have books in children's home languages.

It is not yet outstanding because:

- Occasionally, staff are too quick to offer children an answer and do not allow them enough time to think and come to their own conclusion.
- Staff do not consistently use the good range of information gained from their observations to make precise and sharply focused assessments of children's progress, particularly for children aged between two and three years.

What the setting needs to do to improve further

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

- enhance children's opportunities to think through their answers and ensure all staff give children the time they need to respond to questions
- strengthen the already good observation and assessment processes in order to sharply focus on raising all children's attainment to the highest level, particularly for children aged between two to three years.

Inspection activities

- The inspector held meetings with the management team and spoke to staff and children when appropriate during the inspection.
- The inspector observed activities in the indoor and outside learning environment.
- The inspector conducted two joint observations of practice with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector spoke to a number of parents and available outside agency professionals to gain their views.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management is good

The manager is organised and supported by a highly skilled and experienced senior management team. They use their skills and expertise skilfully to support children's learning and development. Detailed self-evaluation identifies further priorities for improvement which are regularly monitored. The highly skilled staff team attends regular professional development opportunities to improve their knowledge. For example, first-aid training is undertaken to ensure all staff are confident to deal with emergencies. The manager makes good use of regular supervision arrangements to encourage staff to have high expectations of themselves and what children can achieve. The arrangements for safeguarding are effective. Staff have a good understanding of the policies and procedures in place and know what action to take if they have concerns about a child's welfare. Staff ratios are maintained and staff are deployed well to supervise children at all times. Robust risk assessment procedures are in place to ensure all staff minimise any potential hazards to children. Staff work hard to gather parents' views on the provision and fully include them when planning their priorities to improve the provision. For example, after consulting parents the provision is planning to provide further shaded areas in the garden.

Quality of teaching, learning and assessment is good

Children have many opportunities to explore and make discoveries. For example, children play outside in an elaborate mud kitchen and staff encourage them to make up a story as they find bugs when they play. Staff provide interesting activities that keep children engaged and on task. For example, children spend time lining up trains and carefully counting and improving their mathematical skills. Children work together well and experience challenge and excitement while they play. Staff support children who are learning to speak English as an additional language, and those who have special educational needs well. They work closely with other professionals and put in place tailored support to close any gaps in learning and help them catch up.

Personal development, behaviour and welfare are good

Staff provide a stimulating and welcoming environment. Children form secure emotional attachments and positive relationships with staff. Staff quickly respond to children who are tired, finding their comfort items and cuddling them close. Staff help children to learn about their behaviour expectations. For example, children learn not to run inside or climb on chairs, which helps them understand how to keep themselves safe. Staff support children's physical well-being effectively and children enjoy their daily opportunities to be physically active in the garden.

Outcomes for children are good

Children make good progress and are well prepared socially and emotionally for their next stage in learning. For example, they excitedly talk about starting their new schools in September. Older children gain useful literacy and mathematical skills. They can write their names, recognise letters and can count and name two dimensional shapes. Children learn to manage their personal needs, such as toileting, dressing and wiping their hands and faces after eating.

Setting details

Unique reference number	EY482436
Local authority	Leeds
Inspection number	1056390
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	86
Number of children on roll	198
Name of registered person	Cliffe House Day Nurseries Limited
Registered person unique reference number	RP910110
Date of previous inspection	Not applicable
Telephone number	0113 3452850

Cliffe House Day Nursery & Out of School was registered in 2014. The provision employs 41 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3, including seven with appropriate early years degrees. The provision opens Monday to Friday and all year round. Sessions are from 8am until 6pm. The provision provides funded early education for two-, three- and four-year-old children.

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