

West Cliffe School

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



Inspection date	4 December 2017
Previous inspection date	15 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team effectively evaluates the quality of the care and education it provides. This helps them to drive forward identified areas for improvement. Parents, children and staff are effectively involved in the process.
- Staff have very close working partnerships with parents. Parents' input into their children's learning is highly valued. Staff regularly share information about children's achievements and their next steps in learning. They provide a wide range of ideas that parents can use at home to further support their children.
- Staff plan a rich learning environment that reflects the interests of the children and their next steps in learning. Consequently, children are engaged and motivated to learn and make good progress.
- Children have very warm and trusting relationships with staff. They thrive in the staff's care and are very happy in the nursery. Children flourish and gain in confidence, and develop their self-esteem to a very high degree. Staff are extremely caring and rapidly respond to children's needs.

It is not yet outstanding because:

- The programme of professional development is not always highly focused to target the development of staff and to raise the quality of teaching of all staff to an outstanding level.

What the setting needs to do to improve further

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

- build more sharply on the training and professional development programme for staff to enable them to extend their teaching skills to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the principal.
- The inspector had discussions with the principal, manager and staff. She looked at relevant documentation and evidence of the suitability of adults in the setting.
- The inspector took the views of parents into account.

Inspector

Helene Terry

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team and staff demonstrate a good understanding of the procedures for identifying and responding to concerns about a child's welfare. They keep up to date with changes in legislation through training and protect children well. The management team implements rigorous selection and recruitment procedures to ensure staff are suitable to work with children. Effective induction procedures and ongoing supervision support staff to understand their roles and responsibilities. Strong procedures are in place to monitor groups of children's overall progress. This supports staff to address any gaps in children's learning in a timely manner. Partnerships with other agencies involved in the care and learning of children are very effective. This fosters children's development and continuity of care very well.

Quality of teaching, learning and assessment is good

Teaching is good and in some instances is outstanding. Some staff are very good at using incidental opportunities that arise to extend learning. For example, through discussions when looking at books, children learn about nocturnal animals and predators. Children make choices and lead their own learning very well. Staff provide interesting spaces, resources, tools, toys and equipment which appeal to children and help promote investigative, exploratory and imaginative play. Staff observe, assess and track children's development effectively. They use this information to individualise learning to a high degree. For example, a child showing an interest in the world globe begins to learn about the different continents.

Personal development, behaviour and welfare are outstanding

Children develop excellent independence and self-care skills in the nursery. This promotes their confidence and well-being to a very high level. Children get out their own resources and tidy them away after use. They help staff to tidy up. For example, children sweep up the spilt lentils and rice that they have explored and used to develop their coordination skills. Children behave very well. Staff consistently use positive behaviour strategies to help children understand the consequences of their behaviour on themselves and others. Children develop an extremely good understanding of the benefits of a safe and healthy lifestyle through activities and daily routines. For example, children learn that germs are microscopic and cannot be seen by the eye.

Outcomes for children are good

Children develop very good skills for the next steps in their learning and readiness for school. Babies develop self-awareness as they play games that help them find their eyes and nose. Staff provide a mirror to help them observe how to wipe their nose. Toddlers are helped to develop language skills as they look at books and sing their favourite songs. Three- and four-year-old-children are competent learners. They work well together as they build a walkway using the large crates outdoors. They listen to one another during group time as they make suggestions about what owls like to eat.

Setting details

Unique reference number	EY371640
Local authority	Bradford
Inspection number	1065149
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	54
Number of children on roll	54
Name of registered person	Tiffany Anne Bisby O`Rorke
Registered person unique reference number	RP908790
Date of previous inspection	15 April 2013
Telephone number	01535 609 797

West Cliffe School registered in 2008. The nursery employs 12 members of staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The principal holds early years professional status as well as teaching qualifications. The nursery opens Monday to Friday from 7.30am to 6pm for 47 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

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