

# Cliffe House Day Nursery & Out of School Club



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

## Inspection date

6 April 2018

Previous inspection date

19 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team is ambitious and passionate about creating the best quality provision they can for children. They systematically evaluate the quality of the nursery and implement robust development plans to help drive continual improvement.
- Staff are respectful and provide sensitive support to meet children's personal care needs. Key-persons successfully help babies and young children to settle and develop secure emotional attachments. Children display a strong sense of belonging.
- Partnerships with a wide range of other professionals are well established and effective. Staff create a joined-up approach and support children who have special educational needs (SEN) and/or disabilities particularly well. This helps them to make good progress.
- Staff support babies and children's communication and language development effectively. Older children speak fluently using well-constructed sentences.
- Staff develop strong relationships with parents. They gather detailed information from them when their children first start and keep them well informed about their progress.

### It is not yet outstanding because:

- On occasions, staff do not adapt group time activities in the room for children aged between two and three years to match their developmental stage consistently.
- At times, staff interrupt children's play, explorations and concentration as they move them on too quickly to other activities.

## What the setting needs to do to improve further

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

- refine group time activities in the room for children aged between two and three years and ensure these are precisely matched to the developmental stage of the children
- extend opportunities for children to concentrate on their self-chosen tasks and consolidate their learning without interruption.

### 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 manager.
- The inspector held meetings with the management team. She checked policies and procedures, staff's qualifications, accident records, complaints and evidence of the staff's suitability.
- The inspector discussed the self-evaluation with the management team.
- The inspector spoke to parents during the inspection and took account of the written views of other parents.

### Inspector

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The management team has robust recruitment and vetting procedures to ensure that all staff are suitable. They provide induction, regular supervision, opportunities to gain qualifications and training to help staff understand their role. Staff keep children safe and know what to do should they be concerned about a child's welfare or the behaviour of a colleague. The management team implement safeguarding policies effectively. Staff train in paediatric first aid. This provides them with the knowledge they need to respond appropriately to any accidents or injuries. The manager audits all accidents each month to help prevent any reoccurrence. Staff deploy themselves effectively and supervise children well. They carry out daily checks indoors and outdoors to ensure that any risks to children are minimised. The manager monitors children's learning and identifies any areas where their progress is less than typical. Parents know how to make a complaint should the need arise.

### Quality of teaching, learning and assessment is good

Staff regularly assess children's development and plan experiences to support and extend their learning successfully. Children play imaginatively and display their good understanding of the world. They work together well and are motivated to pile up short planks of wood confidently describing how they are making a campfire. They filled pans with wood chips and pretend to cook them. Older boys concentrate very well as they carefully manipulate and mould clay. This helps to develop the skills they will need later on for writing. Staff skilfully teach babies and children an extensive range of songs. Babies enthusiastically join in and show their enjoyment as they sing and clap.

### Personal development, behaviour and welfare are good

The management team provides a well-resourced, inclusive and stimulating learning environment. Staff encourage children's independence effectively. Children manage their own self-care well. They confidently use spoons to serve their food from dishes and pour their own water. Staff skilfully help children to understand the importance of healthy lifestyles. Older children know that drinking milk helps them to develop strong bones and teeth. Staff are calm and good role models. They provide clear guidance to help children understand what is expected. Children behave very well. Staff provide children with daily outdoor play experiences. Older children show competence in their physical skills. Babies develop strong bodies and enthusiastically move rocking toys backwards and forwards.

### Outcomes for children are good

All children make good progress or better than typical progress from their starting points. Children's literacy skills are developing well. They are very interested in stories and show good listening skills. Older children recognise and write their own name. Children build complex models with construction kits. They develop good mathematical understanding of space and count as they play. Children display a positive attitude to their learning. They are well prepared for the future, including the move on to school.

## Setting details

<b>Unique reference number</b>	EY482436
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1133749
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	90
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Cliffe House Day Nurseries Limited
<b>Registered person unique reference number</b>	RP910110
<b>Date of previous inspection</b>	19 July 2016
<b>Telephone number</b>	0113 3452850

Cliffe House Day Nursery & Out of School Club registered in 2014. The nursery employs 44 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 or above, including three who hold qualifications at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

