

# Cliffe House Day Nursery Ltd

C/O Trinity & All Saints College, Brownberrie Lane, Horsforth, Leeds, West  
Yorkshire LS18 5HD



<b>Inspection date</b>	26 October 2018
Previous inspection date	30 July 2014

<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 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

### The provision is good

- Staff work closely with parents to involve them in their children's learning. For instance, they share information about their children's progress, send out regular newsletters and display a wide array of information.
- Staff make accurate assessments of children's progress to help them identify any gaps in learning. This contributes towards ensuring all children are making progress towards the early learning goals.
- Staff help to keep children safe. For example, they complete daily checks of the premises and resources to minimise risks to children.
- Staff follow a robust programme of professional development and continue to develop their skills and knowledge. An established system of frequent staff meetings, supervisions and appraisals helps to ensure staff are valued and supported.
- Managers evaluate practice well to help them to make improvements that benefit children's care, learning and development. They involve parents, staff and children in this process. This helps to improve children's learning experiences continually.

### It is not yet outstanding because:

- On occasions, staff miss opportunities to challenge children and extend their knowledge even further during group-time activities.
- At times, staff do not explain changes to routines well enough to children so that they thoroughly understand what staff expect of them.

## What the setting needs to do to improve further

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

- extend opportunities during group-time activities to provide consistently high levels of challenge and develop children's knowledge even further
- review the organisation of routines, to help ensure that children fully understand what is expected of them.

### Inspection activities

- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the nursery manager.
- The inspector held a meeting with members of the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at children's records, observation and assessment files, planning documentation, and a selection of policies.

#### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of leadership and management is good

Strong leadership and management support and motivate the staff team well. Arrangements for safeguarding are effective. Staff complete regular safeguarding training. They understand the procedures they must follow if they have concerns about a child's welfare. Staff demonstrate a good understanding of the nursery's procedures and implement these well to help protect children from harm. The provider follows robust recruitment procedures to help ensure that staff are suitable to fulfil their roles. Staff deploy themselves efficiently to ensure they meet the required adult-to-child ratios. Parents speak highly about the nursery and staff. Effective links are in place with local schools to ensure that children are well prepared for their future moves. Staff have established links with other early years settings that children attend, to help provide consistent support for children's development.

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

Starting points for children's development are established using information from parents during settling-in sessions. Observations are purposeful and clearly identify children's next steps in their learning. Staff plan a good range of interesting activities that helps to motivate children to learn. For example, older children count and make patterns with pegs and peg boards. This helps to develop their mathematical skills. Children learn how to operate electronic toys. They work out that they need to push to make electronic vehicles move forwards and backwards. Younger children take part in science experiments, using pumpkins. Staff's qualifications have a positive impact on the quality of teaching overall.

### Personal development, behaviour and welfare are good

Children have established strong relationships with staff. They demonstrate that they feel safe to explore and are motivated to learn. Staff plan a good variety of activities that develops children's physical skills indoors and outdoors. For example, toddlers explore sand and older children take part in nature trails. Children follow good hygiene routines, and they enjoy healthy snacks and meals. Staff effectively manage children's behaviour, according to their age and stage of development. They use constant praise and encouragement, which helps to enhance children's self-esteem and confidence. Staff promote equality and diversity well and children enjoy activities based around cultural festivals. This helps children to learn about the world around them.

### Outcomes for children are good

Children eagerly make their own choices. They demonstrate they are developing skills that help them to be active and exploratory learners. For instance, babies crawl and use furniture to steady themselves, which helps to develop their physical skills. Older children are developing an ability to sit and listen, for example, to well-read stories by staff. Children make good progress in their learning and development and are well prepared for their next stage in learning, including their move to school.

## Setting details

<b>Unique reference number</b>	319384
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10069515
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	125
<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>	30 July 2014
<b>Telephone number</b>	0113 258 5522

Cliff House Day Nursery Ltd registered in 2003 and is situated in Horsforth, Leeds. The nursery employs 27 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 2 or above, including three staff with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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