

Clifton Day Nursery

5 Sutton Way, YORK YO30 6JF



Inspection date	13 May 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

This provision is good

- Staff plan a range of interesting activities that follow children's interests. They skilfully support what children need to learn next. Children are achieving in line with expectations for their age.
- Staff rigorously monitor the progress that individual children and groups of children make. This helps them to identify any gaps in learning so that strategies can be put in place to support these. For example, staff focus on improving children's communication and language skills.
- Children behave well. They are happy and settled in the nursery. They develop close attachments with both the staff and their peers. This helps children's confidence and self-esteem to flourish.
- Children have lots of opportunities to be physical. Babies enjoy spending time on their tummies and toddlers are given space to explore standing and walking with support. Older children practise riding bicycles, chase their friends and spend time digging in the sandpit.
- Parents are complimentary about the nursery. They feel well informed about their children's development, including through daily discussions, observations and progress summaries. Parents can join stay-and-play sessions at the nursery and can borrow activity bags to help support children's learning in the home.
- The manager does not monitor staff practice sharply enough to help raise the quality of teaching to an even higher level.
- Staff have not created a comfortable, relaxing and peaceful environment to help to promote children's sleep times fully effectively.
- Staff do not consistently work in partnership with parents to help promote healthy food choices for children.

What the setting needs to do to improve further

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

- monitor staff practice more precisely to help raise the quality of their teaching to the highest level
- review the environment for children's sleep times to help children to have a comfortable, relaxing and peaceful rest
- work in partnership with parents to help consistently promote healthy food choices for children.

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 spoke with staff and children during the inspection at appropriate times.
- The inspector completed a joint observation with the manager of the setting. She discussed self-evaluation with the manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, such as staff supervisions, training records, a sample of policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their written views recorded on questionnaires.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff show a secure knowledge of child protection issues and wider safeguarding matters. They understand what action to take and who to contact if they have any concerns about a child's welfare. They update their safeguarding training regularly and access some professional development opportunities. The manager reflects on the overall quality of the setting. She gathers the views of parents, for example, via questionnaires to help her to identify any improvements needed. Staff ask children for their opinions, for example what equipment they would like to have outdoors. The manager uses this feedback and analysis of assessment information to create action plans to drive changes. The manager regularly reviews the environment and adapts it according to the children's ages and needs.

Quality of teaching, learning and assessment is good

Staff make an accurate assessment of children's starting points. They gather information from parents about children's interests, skills and development when they first start at the setting. They update this with parents at regular intervals to help promote strong continuity in learning. Staff are enthusiastic as they join in children's play. They provide ideas and demonstrate how to do things. For example, staff model how to blow feathers across the table using a straw. They praise and encourage children to help them to succeed. Children are thrilled when they manage to blow bubbles and excitedly try to catch them and make them pop. These activities help to strengthen children's mouth muscles effectively for their speech development. Children take part in singing sessions each week which are delivered by an outside provider. This helps to promote children's listening, communication and language skills successfully.

Personal development, behaviour and welfare are good

Staff foster children's independence well. For example, children are encouraged to attempt things by themselves, including pouring their own drinks and selecting their own breakfast. They persevere to use tongs to pick up food at lunchtime and scrape their own plates once finished. Children enjoy spending time outdoors. For example, they visit the local nature reserve. This helps children to learn about wildlife and develop their understanding of the wider world. Staff work closely together to ensure a smooth transition for children into the next room. They share key information with teachers at school and invite them to come and visit children in the setting.

Outcomes for children are good

Children make good progress. They develop close friendships and learn how to cooperate with others. They are motivated and keen to learn. They enjoy making marks. For example, babies drive vehicles through sand and look at the patterns. Older children create their own 'treasure' maps outside and practise writing their names independently. Children enjoy reading books in the tepee outside and babies delight in feeling different textures on the pages. Children learn about colour, number, shape and measure through their daily activities and routines. For example, they catch 'fish' with nets in the water and count how many they have altogether. This helps to promote key skills in readiness for school and in preparation for their future learning.

Setting details

Unique reference number	EY542649
Local authority	York
Inspection number	10089995
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	30
Number of children on roll	31
Name of registered person	Revans, Janine Carol
Registered person unique reference number	RP542648
Date of previous inspection	Not applicable
Telephone number	01904 674000

Clifton Day Nursery re-registered in 2017 due to a change in the legal entity. The nursery has been running on the same site since 2004. It employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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