

Inspection date	17 April 2019
Previous inspection date	24 May 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Good	4 2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Some staff's knowledge of wider safeguarding issues, for example how to protect children from the risks of radicalisation and extreme views, is weak.
- The management does not ensure that all staff receive thorough induction training to help them understand their roles and responsibilities from the start.
- Systems for monitoring and the supervision of staff are not always effective, resulting in variable teaching between rooms. The management does not fully support continued professional development by identifying training needs to help improve practice and ensure that interactions with children are meaningful.
- Staff have developed good partnerships with parents, but do not always share accurate information about children's learning and next steps in development.
- The key-person system is not effective enough in supporting children and meeting their individual needs.
- Staff do not always effectively use planning, observations or assessments to provide interesting and challenging activities that meet children's individual development and learning needs, to help children make good progress.
- Some parts of the daily routine are not organised effectively to limit disruptions to children's learning and minimise their waiting times.
- Self-evaluation is not yet sufficiently robust to fully identify and prioritise areas for improvement and does not include the views of parents.

It has the following strengths

- Staff are friendly and approachable. They use meaningful praise which helps children to understand rules and boundaries and contributes towards children's good behaviour.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure all staff have an understanding of how to identify and protect children at risk from extreme views and radicalisation	15/05/2019
implement a thorough induction process for new staff, to ensure they are fully aware of their roles and responsibilities and that they have the knowledge they need to keep children safe	15/05/2019
ensure that there are effective performance management systems to improve the monitoring and supervision of staff, providing opportunities for them to receive support, coaching and training to improve practice and raise the outcomes for children	15/05/2019
develop partnerships with parents to establish a two-way flow of information in order to complement children's learning between home and the nursery from the start	15/05/2019
ensure that the key-person system is tailored to meet individual children's needs, and that effective systems are implemented to ensure continuity during staff absences	15/05/2019
ensure observations and assessments of children's learning are accurate, so that staff understand their levels of achievement and learning styles, and use this information to plan enjoyable and challenging activities that are appropriate for each child's age and stage of development.	15/05/2019

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

- review the organisation of routines to avoid unnecessary disruptions to children's learning and minimise their waiting time
- use self-evaluation to drive ongoing improvements that include the views of parents.

Inspection activities

- The inspectors spoke with staff and children during the inspection. An inspector completed a joint observation with the nursery manager.
- The inspectors spoke to parents during the inspection and took account of their verbal and written views.
- The inspectors sampled children's observations, planning and systems used to track children's development.
- The inspectors viewed all areas of the premises used by the children. They observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspectors viewed documentation, for example first-aid certificates, public liability insurance, policies and procedures and the suitability checks of staff. A meeting was held with the nursery manager and provider.

Inspectors

Kerry Holder

Susie Prince

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The management has not recognised that some staff's knowledge of certain aspects of practice is weak. For instance, although staff understand the general signs and symptoms of abuse, they have a poor understanding of wider safeguarding issues. In addition, managers are not aware of the poor quality of teaching in some rooms. They do not monitor staff to ensure they are delivering high standards of care and teaching. Although staff attend some training, most courses are mandatory, such as first aid. There is no focus on developing staff's overall knowledge and skills to improve the quality of their practice. Furthermore, recommendations from the previous inspection have not been addressed. For example, the key-person system has not been strengthened to ensure all children consistently receive high levels of support. Although recruitment procedures for vetting and assessing the suitability of staff are in place, staff are not adequately inducted, to ensure they fully understand their roles and responsibilities. Self-evaluation is not effective in identifying weaknesses in practice and does not include the views of parents. Nonetheless, staff are adequately deployed in the nursery and adult-to-child ratios are maintained. Staff have established relationships with other settings that children also attend.

Quality of teaching, learning and assessment is inadequate

Although staff observe and assess children's learning, their assessments are not always accurate. Activities to support what children need to learn next are not planned well to extend children's learning, provide them with challenge or support them to learn new skills. Parents do not consistently receive accurate information about their children's ongoing learning and development. In addition, information is not obtained from parents about children's current capabilities when they first start. As a result, children do not benefit from an ongoing consistent approach to their learning and development. Nonetheless, parents feel that staff are friendly and caring, and they speak highly of the care their children receive. Despite weaknesses, older children are frequently encouraged to verbally engage with staff in their chosen activity. Staff ask questions to help children develop their thinking skills. Children use some mathematical language in their play. For instance, young children enjoy counting as they build towers with large building blocks.

Personal development, behaviour and welfare are inadequate

Weaknesses in some staff's knowledge of wider safeguarding issues, and in teaching and learning, contribute to the negative impact on children's welfare and personal development. The key-person system is not facilitated effectively to provide consistency in children's learning and care. For instance, some staff do not effectively support some children to settle at sleep times. In addition, there is no effective system in place for key persons to share information with other staff about children's learning, particularly when the child's key person is absent. Nonetheless, staff promote other aspects of children's well-being successfully. For example, accidents are appropriately dealt with, recorded and shared with parents. Staff provide children with opportunities to develop their physical skills. For instance, children spend time outside and take part in action songs and rhymes. However, some elements of the daily routine are not organised effectively to avoid disruptions to children's play. Furthermore, routine tasks, such as hand washing,

take too long and children become agitated. Despite this, there are some good arrangements in place to support children's move to a new nursery room and on to school. For example, children attend visits to the new room to help them become familiar with the surroundings gradually.

Outcomes for children are inadequate

Children do not always make the progress they are capable of. However, they do gain some appropriate skills in readiness for school. For example, older children develop their writing skills as they add their names to their work. They learn how to manage their own self-care skills, such as putting on their own coats in preparation for outdoor play.

Setting details

Unique reference number	EY428292
Local authority	Barnsley
Inspection number	10074798
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	114
Number of children on roll	204
Name of registered person	Agnes Educational Enterprises Limited
Registered person unique reference number	RP530667
Date of previous inspection	24 May 2016
Telephone number	01226792350

Cliff Nursery registered in 2011. The nursery employs 34 members of childcare staff, 31 of whom hold appropriate early years qualifications at level 2 or above. The provider holds early years professional status and two staff have early years teacher status. The nursery opens from Monday to Friday all year round, except for one week at Christmas and on bank holidays. 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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