

Inspection of Cliff Hill Day Nursery

Cliff Hill House, Sandy Walk, Wakefield, Yorkshire WF1 2DJ

Inspection date: 11 August 2021

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Babies and children excel and develop excellent confidence and independence in the happy, safe, vibrant and richly resourced environment. Staff plan and provide children with an excellent range of hands-on learning experiences. This supports children to be motivated learners, who are more than ready for school. Older babies and toddlers curiously investigate the seaside-themed taste-safe sensory media, such as blue jelly and yellow flour. Older babies make connections as they pick up the toy fish then point to the dangling fish mobiles.

Older toddlers excitedly explore multicoloured sand outdoors. They giggle as it seeps through, and tickles their fingers. Children aged two years mix oats and feed different sized teddy bears, imitating a favourite story. Children in the pre-school room are highly animated and deeply engrossed. They use impressive language and early mathematical skills while following a recipe card to create a 'sludge' cake in the exploratory kitchen. They show excellent behaviour and collaborative play with their friends. For example, they pretend the recipe card is a treasure map and go on a treasure hunt together.

Children thrive because they have secure emotional attachments to the passionate, nurturing and loving staff. Staff maintained excellent contact with families during the COVID-19 (coronavirus) national lockdown and where children did not immediately return. This supported children's emotional well-being and learning superbly. Staff phoned families weekly, shared photographs, dropped off resource packs, told stories daily via video and suggested activity ideas.

What does the early years setting do well and what does it need to do better?

- Staff plan an exemplary curriculum that includes inspiring first-hand experiences. Consequently, children develop a vast range of new knowledge and recall learning superbly. For example, children in the pre-school room plant wildflowers in wellies and engage in still life drawings. They excitedly talk about their papier mache volcano, using amazing vocabulary, such as 'eruption' and 'lava'.
- Staff meticulously assess and plan for children's future progress and have high aspirations for all children. The nursery manager is steadfast in removing barriers to learning. She swiftly identifies early development concerns and ensures first-rate early intervention and support. This helps all children to reach their full potential.
- Children develop an excellent awareness of healthy lifestyles. For example, children in the pre-school room create healthy food collages and make dough teeth as part of an activity relating to oral hygiene. Staff provide children with extensive opportunities to be physically active.
- Children show amazing communication skills and develop a wonderful love of

books and stories. Staff display fiction and non-fiction books in all areas and children choose the book of the month, which is shared with parents. Staff incorporate the book of the month in all areas of learning and make their own innovative resources as part of this. This enhances children's learning experiences.

- Following the national lockdown, staff planned excellent transitions to manage returning children's anxieties. Babies were entering much earlier, due to grandparents being unable to provide childcare. Staff identified that this changed the dynamics of the baby room and impacted on the older toddler's development. Consequently, they created a new room for the older toddlers. This has significantly enhanced their progress.
- Staff support children to develop excellent physical skills. Babies place bangles on mug trees and toddlers confidently use soft play apparatus and place balls in bun tins. Older toddlers scoop sand with tools and children aged two years skilfully use cutlery. Children in the pre-school room balance on planks and tyres, negotiate the climbing pyramid and jump off the pirate ship.
- Although parents are not yet entering the nursery, staff work in excellent consultation with them. Alongside daily conversations at the entrance, staff continue to exchange extensive information through the nursery's social networking site and online parent app. Parents receive progress summaries and staff inspire them to support children's next steps at home. Parent feedback is highly complimentary.
- Staff help children to embrace everyone's uniqueness superbly. They portray difference positively through displays and extensive resources, including those made by staff, such as puzzles reflecting diverse families. Babies and children delight in looking at photographs of themselves and their family, situated in baskets and albums, role-play areas and on displays and coasters. Children in the pre-school room are supported by staff to make mirrors with craft resources. They then compare features while creating self-portraits. Staff celebrate the different languages children speak.
- Excellent care routines promote children's independence and understanding of behavioural expectations. Staff use ample visual aids to help children manage their feelings and emotions and self-regulate. They celebrate children's achievements from home, for example through 'wow' boards.
- There are superior arrangements for reflecting on and improving practice, including extensive professional development opportunities for staff. This results in staff's high-quality interactions and the nursery's continually evolving practice.

Safeguarding

The arrangements for safeguarding are effective.

The provider has first-class recruitment and vetting procedures to ensure staff's suitability. The manager and staff undertake meticulous risk assessments to promote children's health and safety, including those related to COVID-19. There are excellent security arrangements to prevent unauthorised access. This is enhanced through closed-circuit television throughout the nursery. Staff have in-

depth knowledge of possible signs of abuse and how to report their concerns. They access wide-ranging training to keep up to date with changes or new legislation and the management team regularly test their knowledge. For example, they provide safeguarding quizzes and spontaneously question staff. Staff constantly supervise babies and children to minimise accidents and keep them safe.

Setting details

Unique reference number	2552787
Local authority	Wakefield
Inspection number	10202406
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 at time of inspection	0 to 4
Total number of places	75
Number of children on roll	59
Name of registered person	Cliff Hill Day Nursery Limited
Registered person unique reference number	2552786
Telephone number	01924 978840
Date of previous inspection	Not applicable

Information about this early years setting

Cliff Hill Day Nursery registered in 2019. The nursery employs 13 members of childcare staff, 10 of whom hold appropriate early years qualifications; one is at level 2, eight are at level 3 and one is at level 4. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round, excluding bank holidays. The nursery provides funded early education for two-, three-and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector held discussions with the nursery manager and deputy manager, and carried out a learning walk with them. This helped the inspector to understand how they organise the early years provision and the curriculum.
- The inspector spoke with staff, children and parents during the inspection.
- The inspector observed the quality of education indoors and outdoors and assessed the impact of this on children's learning.
- A joint observation of an activity was carried out by the inspector and the nursery manager.
- The inspector held a meeting with the nursery manager, deputy manager and one of the nursery owners. She looked at various documents, including those related to the suitability and qualifications of staff.

We carried out this inspection 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.

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