

Inspection of Cliffe House Nursery Too

Bridlington Family Centre, Shaftesbury Road, Bridlington, Yorkshire YO15 3PP

Inspection date: 19 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Older children enthusiastically explore their environment, indoors and outdoors. They show positive attitudes towards their learning by actively taking part in activities that follow their interests. For example, older children say 'This is fun' as they relish a game to count the blocks in the dish. They have little time to count as staff cover the dish quickly. Children recognise numbers to five and link blocks to match the number well. Interesting activities capture the children's imaginations and encourage creativity. Children make play dough pigs, adding buttons which they count for eyes and string for tails and legs. Staff skilfully introduce new vocabulary and give explanations, for example, using words such as 'trotters' and 'snout'. Children show pleasure as they sing songs of their choice on the stage. Children gain many of the skills which they need for their next stages of learning.

Children quickly settle. They are greeted by friendly staff, who know them well. Children behave well. Staff remind older children to sit and listen during group activities and stories. Younger children are safe because staff are vigilant in their supervision during play. Staff ensure children use sun hats and drink plenty of water in the heat.

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

- Staff use children's interests to plan a varied curriculum, both inside and outside, to enhance children's learning. Nevertheless, sometimes, staff focus too much on the routines of the day, rather than younger children's individual needs. For example, when younger children are clearly tired and in need of sleep they are not always supported quickly enough. This means younger children's individual needs are not consistently tailored for.
- Circle time is not as effective as some other activities for the younger children. For example, a story is read at the table and rhymes are sung by the staff. However, opportunities for younger children to hear and copy single words are not always maximised. This does not fully support them to make the best possible progress in their communication and language skills and build up their vocabulary.
- Older children develop a love of stories. For example, they act out the story about a golden egg in their play. Staff are skilled at capturing children's interest in a story. Staff hesitate at the end of a sentence, and this inspires children to finish it. Older children demonstrate good communication skills.
- Children eagerly play in the stimulating outdoor area. Younger children enjoy the sand and water play. Older children enjoy a game of tin can alley, knocking down cans using a ball. They carefully balance the cans up and count dots on the cans. This promotes children's physical and mathematical skills.
- Children develop good independence skills. Older children make choices about

when they want to go outside to play. They put on their own shoes and clear away their plates after lunch. Younger children are supported to pour their own drinks for snack and select their fruit slices using spoons.

- Children begin to take turns, with support. For example, staff encourage older children to take turns during games. Staff encourage younger children to use 'kind hands' and distract children. For example, staff help children to find another spade to use in the water play. This helps children to develop good attitudes.
- Overall, children, including those with special educational needs and/or disabilities, are well supported. Staff ensure that children make good progress. They work well with other professionals to ensure that all children get the additional support they need. They use early years pupil premium funding carefully. For example, for staff to develop small group activities for children.
- Parents and grandparents report that staff are supportive and appreciate the guidance they give. During the COVID-19 pandemic, staff shared resources and books. Staff invite parents to share pictures and observations about what children have been doing at home. This promotes a two-way flow of communication and supports continuity in children's learning.
- The manager values the staff and considers their well-being. The manager supports staff with regular appraisals, supervision sessions and training. Staff give high praise for the manager and as a team reflect on the quality of the provision regularly.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of the different types of abuse, including how children can be exposed to extreme views. They are aware of who to report concerns to about children and staff, and know to record these. The manager gives staff regular opportunities to refresh their safeguarding knowledge by offering training and discussing topics during staff meetings. The manager follows a safer recruitment policy, making sure staff are suitable to work with children. Staff have a good awareness of how to keep children safe while in their care. For example, staff that work with the younger children know to fully record any incidents and report these on to children's parents.

What does the setting need to do to improve?

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

- adapt and review routines for the younger children, taking into consideration their age ranges and abilities, to plan accurately tailored support that supports their progress
- improve further the teaching methods used to help the youngest children to

make rapid progress in their communication and language development.

Setting details

Unique reference number	2538219
Local authority	East Riding of Yorkshire
Inspection number	10215265
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	32
Number of children on roll	48
Name of registered person	Warkup, Julie Anne
Registered person unique reference number	RP512179
Telephone number	01262672996
Date of previous inspection	Not applicable

Information about this early years setting

Cliffe House Nursery Too registered in 2019 and is located in Bridlington. The provider employs 12 members of staff. Of these, 11 hold appropriate early years qualifications at level 2 to level 6. The provider holds qualified teacher status. The nursery opens from Monday to Friday all year round, except two weeks holiday at Christmas and bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Stott

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector engaged in discussions with staff and children throughout the inspection at appropriate times. She held a meeting with the nursery manager.
- The inspector viewed all areas of the premises used by children. She observed the quality of education during activities and assessed the impact this has on children's learning.
- The manager and inspector conducted a learning walk together to review the children's learning experiences. The inspector carried out a joint observation with the manager and deputy manager.
- The inspector discussed documentation, including public liability insurance, policies and procedures, and the qualifications and suitability checks of staff. She discussed self-evaluation and the impact this has on the nursery.
- The inspector spoke to a number of parents and grandparents during the inspection and took account of their views.

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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