

# Inspection of Clifton Village Nursery

C/o St John's Primary Academy, Clifton, BRIGHOUSE, West Yorkshire HD6 4HP

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Inspection date: 21 July 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children enter this stimulating environment excitedly. They immerse themselves in the excellent activities that challenge and inspire them to learn. Staff use their knowledge of children's interests and abilities to carefully plan activities that enhance their learning, building on what they already know. All children become confident individuals who make choices and develop independence.

Children very confidently follow routines, such as using soap to wash their hands then rinsing and drying them before sitting at the table for lunch. Staff interactions with children are outstanding. Children show intense concentration for their ages. They try hard and explore freely, as they quickly learn and master new skills.

Leaders and staff spark children's natural curiosity through a world of 'awe and wonder'. Children are highly motivated individuals. They remember what they have learned about 'London' and rightly express that 'Big Ben is the bell inside the clock'. Children share their excellent knowledge of other buildings in London. For example, they talk with the inspector about 'The Houses of Parliament'.

Behaviour in the nursery is exceptional. Children understand the importance of being respectful, kind and caring towards each other. Older children negotiate well as they play. They work harmoniously as they build slopes and make predictions. Children excitedly approach the planting and growing area. They express sheer delight when they observe that the courgettes have grown. Children of all ages curiously explore, investigate and form ideas.

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

- The quality of teaching throughout the nursery is outstanding. Staff follow children's interests exceptionally well. Therefore, children are highly motivated and eager to join in with play opportunities. Staff use their expert knowledge and adapt experiences to support each individual child's development. Consequently, they provide focused teaching and support, enabling the children to develop new skills and knowledge.
- Children become confident and fluent users of language. Staff support language development with exceptional skill. They ensure that all interactions are of a high quality, modelling language with precision and clarity. Where children's language skills are lower than expected, staff apply highly effective action to close gaps in progress. They make sure that children can communicate with high levels of confidence.
- Children show a huge desire to explore and learn. They approach their play with extremely high levels of determination and confidence. Children benefit from rich opportunities that help them have an excellent insight into each other's

backgrounds and diversity. For example, children learn about everyone's important celebrations. Parents are invited into the setting to talk about national dress. This helps children to highly respect and value each other, and to understand their individuality.

- Staff supervise children very closely. They help them to learn about sharing and taking turns, without affecting children's motivation to explore. Children have highly positive attitudes to joining in, and they develop an excellent early awareness of themselves and others. They show very secure levels of emotional and physical well-being.
- Support for children with special educational needs and/or disabilities is outstanding. Leaders and staff swiftly identify where children may need extra support and ensure that effective strategies are in place to meet their additional needs. Leaders and staff sharply monitor children's progress to help them prepare exceedingly well for their next stage in learning. For example, they seek prompt assistance from other professionals, and organise targeted plans to make sure that development gaps close rapidly.
- Leaders and managers are inspirational. They lead a highly dedicated and successful staff team and ensure sustained excellence throughout the provision. Staff well-being is given the highest regard. There is a strong team ethos and staff say how well supported they feel, professionally and personally. Staff's contributions are well considered. This leads to an extremely happy environment for staff and children.
- Staff feel wonderfully supported by the manager and chair of the committee. They receive excellent support to improve their already strong practice. For instance, staff have recently undertaken training that has led to an even stronger focus being placed on children's emotional well-being. Staff now use a wider range of creative resources to help children to further explore and discuss their feelings and the impact of their actions.
- Partnerships with parents are very strong. Parents speak very highly of staff. They report that 'staff go over and above what is expected' and express that 'staff know their children inside out.'

## Safeguarding

The arrangements for safeguarding are effective.

The manager prioritises children's welfare over everything. Staff provide great support to families, aiming to prevent safeguarding issues by doing this. The manager and her deputy ensure that staff keep their safeguarding knowledge up to date. For instance, staff complete training and discuss safeguarding issues in staff meetings. Staff have an excellent understanding of how to deal with concerns about children's welfare. They have an exceptional understanding of the signs and symptoms which may indicate that children are at risk of harm. The manager follows robust recruitment procedures to help ensure that staff are suitable for their roles.

## Setting details

<b>Unique reference number</b>	303719
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10131553
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Clifton Village Nursery Committee
<b>Registered person unique reference number</b>	RP525228
<b>Telephone number</b>	07976903170
<b>Date of previous inspection</b>	3 November 2015

## Information about this early years setting

Clifton Village Nursery registered in 1975 and is situated at Clifton, near Brighouse. The nursery employs eight members of staff. Of these, two hold early years professional status, two hold appropriate qualifications at level 6, one holds an appropriate qualification at level 5 and two have appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Yvette Brown

## Inspection activities

- This is the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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