

Inspection of Cliffe House Day Nurseries Ltd

Technico House, Richardshaw Lane, Stanningley, Pudsey, Yorkshire LS28 6AA

Inspection date: 12 October 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by staff when they arrive at the nursery. They appear eager to go and meet their friends. The nursery environment, both indoors and outdoors, is stimulating and engaging. As a result, children quickly start to explore and choose interesting things to do. Younger children are introduced to new vocabulary as they work with play dough. They snuggle up in reading dens as staff share familiar stories with them. Older children find out more about autumn as they investigate the natural resources they have collected. Outside, they giggle with delight as they hide 'pumpkins' for their friends to find. This means that children become confident and eager learners.

Children make good progress from their starting points. Activities are matched effectively to individual children's needs, including those with special educational needs and/or disabilities. The nursery makes effective use of additional funding to provide targeted support to children. Children who speak English as an additional language benefit from resources to promote their understanding of nursery routines. When children start attending they receive plenty of support to settle in. This helps to build their confidence.

Children behave very well. They are supported to understand the nursery's 'golden rules'. Staff treat children with kindness and respect. Children beam with pride when they are praised for counting the spots on their dominoes correctly. They are thanked for helping to clear up after lunch. This promotes children's self-esteem.

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

- Leaders and managers have worked hard since their last inspection to develop a clear vision for the educational programme. They have involved staff in identifying what they want children to learn in each of the four nursery rooms. As a result, learning is sequenced effectively. This also prepares children for their move to the next room in the nursery or to school.
- Staff use their detailed knowledge of the children to plan meaningful learning opportunities. They find out about children's interests, often bringing these into the planned activities. For example, children who enjoy making marks start to explore shapes as they practise drawing around them. Children learn about their own self-care by bathing and dressing baby dolls. Staff support children's learning by asking questions as they play. However, often the questions do not provide enough opportunities for children to think for themselves or to solve problems.
- Mealtimes are used very effectively to support children's growing independence. The youngest children are helped to use a spoon to feed themselves. As children get older, knives and forks are introduced and children pour their own water.

The oldest children serve their own food and help to clear the table. Staff and children sit around the table together, making mealtimes very sociable.

- There is a clear focus throughout the nursery on developing children's language and communication. This starts in the entrance hall, where an interactive display is set up to encourage parents and children to talk together. Staff understand their role in supporting children's speech. They encourage younger children to vocalise and repeat vocabulary clearly to them. Older children are encouraged to use longer sentences. Children's speech development is monitored closely. Extra support is provided, should this be needed.
- Children benefit from freshly prepared, healthy meals. Special dietary needs are catered for effectively. Staff promote oral hygiene throughout the nursery. This includes informative displays for parents. Children's good health is further supported by thorough hygiene procedures throughout the nursery, for example, at mealtimes and during nappy changing. Children have regular access to fresh air in the well-resourced, outside play areas.
- Parents appreciate the care their children receive. They are pleased with the progress their children have made since starting nursery. Staff share information with parents daily, and offer advice around issues, such as potty training and the use of dummies. There is a toy lending library and children can also choose books to take home.
- The well-being of staff is given a high priority in the nursery. Managers are trained as mental health first aiders. Staff say they feel valued and enjoy working at the nursery. There are regular opportunities for staff to access professional development opportunities. However, staff supervision sessions are not used effectively enough to address issues relating to improving staff's practice.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff attend regular safeguarding training. This means that staff can confidently describe the signs that may indicate a child is at risk of harm. This includes an understanding of areas of concern, such as neglect, county lines and female genital mutilation. All staff are aware of the procedures they must follow, should they have any concerns about a child's safety. Records are maintained effectively. Children are supervised carefully by appropriately qualified staff. Recruitment processes for new staff are thorough, to ensure staff are suitable to work with children.

What does the setting need to do to improve?

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

- strengthen staff supervision arrangements to ensure any practice issues are

addressed in a timely fashion

- develop staff's use of questions, to provide children with more opportunities to solve problems and support their thinking skills.

Setting details

Unique reference number	2574452
Local authority	Leeds
Inspection number	10258167
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 at time of inspection	0 to 3
Total number of places	80
Number of children on roll	75
Name of registered person	Cliffe House Day Nurseries Limited
Registered person unique reference number	RP910110
Telephone number	0113 345 0094
Date of previous inspection	22 April 2022

Information about this early years setting

Cliffe House Day Nurseries Ltd registered in 2020 and is located in Pudsey, West Yorkshire. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round. There are 27 staff, of whom 14 hold an appropriate early years qualification at level 3 or above. The nursery receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The area manager and the inspector completed a learning walk together of all areas of the nursery, and discussed the early years curriculum.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.

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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