

Inspection of Cliffe House Day Nursery

Peel House, 2 Taunton Street, Shipley BD18 3NA

Inspection date: 27 October 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are confident and happy as they arrive at the nursery. They are welcomed by caring staff who know them well. Children quickly settle into their routines, and staff provide activities based on their interests. Babies and young children snuggle into staff when they are tired and quickly fall asleep. This helps children to feel safe and secure.

Children enthusiastically take part in activities led by staff. For example, they enjoy creating skeletons using cotton buds for Halloween. Children are equally engaged in creating their own experiences. They use their imagination and work together. Children stack tubes on top of each other or slot them inside, seeing which one will fit. They take turns to fill up the tubes with cars. Children laugh as they pull the tubes away and the cars empty out of the end. Children demonstrate problem-solving and curiosity in their play.

Children learn independence skills from an early age. They have easy access to a wide variety of resources and equipment. Children learn to put on their own coats and shoes when playing outside. They confidently serve their meals at lunchtime, pour their drinks or collect their water bottle. Children learn to be independent.

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

- Staff observe and assess children's development effectively. They use children's interests to plan activities to engage them. However, not all staff have a clear understanding of the skills they want children to learn. For example, staff supporting older children focus less on developing understanding of processes, such as the chocolate melting when making chocolate apples for Bonfire Night, in order to raise their achievements to an even higher level.
- Some staff support children's communication and language well. They ask effective questions and encourage children to talk about their experiences. Children of all ages are engaged as they listen to stories. However, not all staff use these opportunities to ensure children know and understand the meaning and context of the words they use.
- Children are given many opportunities to develop their mathematical understanding. For example, when comparing the size of chocolate cake, children say if it is 'big', 'little' or 'medium'. They say when cups are 'full' or 'empty'. When building a rocket, children describe how they use the square blocks for the body and the triangles for the tip. Older children confidently count to 10.
- The nursery's special educational needs coordinator works closely with each child's key person, family and external agencies to ensure they receive timely interventions and targeted support to meet their development needs.

- Management ensures that any additional funding children receive is used to enhance their learning and development. The impact of any resources or focused support is closely monitored to ensure children are making good progress, including children with special educational needs and/or disabilities.
- Staff model the use of good manners exceptionally well. Children demonstrate lovely behaviour towards each other and adults. They patiently wait for their turn to speak or take part in an activity. For example, at circle time, children listen attentively as their friends take turns to talk about what they do each day. At tidy-up time, children help to safely put away their resources. Children develop good manners and behaviour.
- Children are provided with healthy, nutritious meals. Staff are aware of children's allergies and dietary requirements when serving food and ensure these are adhered to.
- Leaders can identify strengths and weaknesses in teaching and learning. They know how to support staff to develop their teaching skills to ensure children make good progress. A training plan is in place, and any training attended is shared across the setting during staff meetings to support improvements in practice.
- Parents are happy with the care the staff provide for their children. They value the daily updates about their child's routines via an electronic app or verbally. However, not all parents are aware of the progress their children are making in their learning and development or how they can support them further at home.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff and leaders ensure the environment is safe for children to play in. They assess any risks and put steps in place to minimise potential hazards. Managers use comprehensive and rigorous recruitment processes to help ensure that staff are suitable. They carry out ongoing checks of staff's suitability. All staff have access to regular safeguarding training and understand their responsibility to protect children. They have a clear understanding of the signs and symptoms that may indicate a child could be at risk of harm. Staff know what steps to take if they have concerns about children's welfare or the conduct of a colleague.

What does the setting need to do to improve?

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

- strengthen staff's understanding of the skills children need to learn, to support their learning to a higher level
- extend staff knowledge on supporting and extending children's language development

- build on arrangements to provide parents with more information about their children's progress and how they can further support children's learning at home.

Setting details

Unique reference number	EY500959
Local authority	Bradford
Inspection number	10259629
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 4
Total number of places	87
Number of children on roll	90
Name of registered person	Cliffe House Day Nurseries Limited
Registered person unique reference number	RP910110
Telephone number	07738933893
Date of previous inspection	17 May 2018

Information about this early years setting

Cliffe House Day Nursery registered in 2016 and is located in Shipley. The nursery employs 29 members of childcare staff. Of these, 19 hold an appropriate early years qualification at level 2 or above, including two staff who hold a level 6 qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first routine inspection the provider 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 and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact they were having on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff suitability and training.

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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