

# Inspection of Cliffe House Day Nursery Ltd

Breary Rise, Bramhope, LEEDS LS16 9AL

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Inspection date: 31 October 2022

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

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

### **The provision is good**

Children are happy and motivated to learn in this welcoming setting that is at the heart of the community. They feel safe, as they are supported by staff who are sensitive to their needs. They take pride in their achievements as they proudly display their paintings for everyone to see. Children learn to be patient and take turns as they jump off their bicycles when a timer runs out to signal that it is another child's turn. They learn responsibilities as they become 'helpers' at lunchtime and hand out plates, cups and cutlery to their friends. Good behaviour is further encouraged by staff who praise children for 'good sharing' and 'being kind'.

The setting routines help children to become increasingly independent. Children line up to go indoors to the sound of a tambourine. They gather in their familiar groups, ready to learn and take part in small-group activities and wash their hands before lunch and snack time.

Children benefit from an environment that is rich in language. Staff introduce new words, both indoors and outdoors. For instance, staff use words such as 'spinning' and 'swaying' as they push children on a tyre swing. They play games with children, such as a fishing game. Children use fishing rods to pick up cards and name the objects on the picture. Staff add extra words to further extend language, such as 'red fish' when a child says 'fish'.

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

- Managers have a good understanding of what and how they want children to learn. They focus on the skills that children need to be able to have a smooth transition to school. They recognise the importance of developing children's independence and communication skills.
- Staff use what they know about children to plan a wide range of activities that support children to develop new skills and knowledge. However, children are not always given opportunities to test out their ideas and further explore their answers. For example, on occasions when children answer incorrectly, staff quickly move on and do not encourage children to think deeper and come up with alternative answers.
- Staff support children to develop their physical skills. They provide opportunities for children to carefully weave in and out of tyres and balance on wooden beams. They encourage children as they navigate twists and turns on the bicycles and scooters as they pedal fast and slow. Children are making good progress in their physical development.
- Staff use spontaneous opportunities to teach mathematical concepts and language. They describe how containers are 'empty' and 'full' as children play in the sand tray. They count backwards from 10 with children as they prepare to

jump from a platform outdoors. They talk to children about the shape and colour of the leaves that have fallen to the ground. Children are developing their mathematical skills and knowledge.

- Staff provide children with a wide range of opportunities to learn about the community that they are a part of. For example, they take part in local festivals such as the 'scarecrow festival' and the 'harvest festival'. These experiences help children to gain a sense of belonging to their community.
- Children with special educational needs and/or disabilities (SEND) are well supported. For example, children who have significant speech and language delay have targeted support and individual time with their key person. This is helping children with SEND to make good progress alongside their peers.
- Staff regularly share information with parents about what children have been learning and how parents can further help their child to learn at home. Parents speak highly of the setting. They are particularly complimentary of the thorough induction for children when they first start at the setting. They say that they feel confident that staff know their children well. Parents agree that their children are well prepared for starting school.
- Leaders and managers use funding well to support children's individual needs. For example, they provide additional activities such as tennis and rugby lessons for children who would not otherwise have these opportunities. This is supporting children to have increased levels of confidence and self-esteem.
- Leaders and managers provide opportunities for staff to discuss children's learning and development and any concerns that staff may have about children. However, supervision sessions are not always focused enough on staff's own learning and development to help them further enhance their teaching skills. This is limiting leaders and managers to precisely focus on the strengths of staff and how they can use their skills to mentor others.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a shared understanding of their responsibilities to keep children safe. All staff have regular training to ensure that their safeguarding knowledge is up to date. Staff know what they must do if they have concerns about children's safety and welfare. This ensures that children receive support from the right agencies quickly when they need it. In addition, robust risk assessment processes ensure that children are safe while they are in the setting. Measures are taken to reduce risk to children, such as effective deployment of staff. This helps to ensure that children are supervised in all areas of the setting.

## What does the setting need to do to improve?

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

- provide more opportunities for children to test out their own answers and to think more independently
- enhance existing supervision sessions for staff to discuss their learning and development needs and strengths so as to identify further coaching and mentoring opportunities.

## Setting details

<b>Unique reference number</b>	EY444231
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10258553
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Cliffe House Day Nurseries Limited
<b>Registered person unique reference number</b>	RP910110
<b>Telephone number</b>	07738 933 893
<b>Date of previous inspection</b>	26 January 2017

## Information about this early years setting

Cliffe House Day Nursery Ltd registered in 2012 and operates a number of settings. The nursery operates on the grounds of Bramhope Primary School. The nursery employs nine members of childcare staff. Of these, all except for one hold appropriate early years qualifications, six at level 3 and one at level 6. The nursery opens from Monday to Friday, all year round. 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

Aimee Hill

## 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 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.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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