

Inspection of Cliffe House Day Nursery Ltd

Main Street, Burley in Wharfedale LS29 7DG

Inspection date: 14 June 2023

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 arrive happy and confident, ready for an exciting day. They confidently say goodbye to their parents and greet the familiar and friendly staff team. Children develop strong bonds with their key person and other staff. They seek out staff for reassurance and to share play experiences. Children play freely and make independent choices about the areas they wish to play in.

Babies snuggle up to staff to share a story book. They are inquisitive and use their senses to explore the dried cereal. Older children enjoy bringing their imagination to life. For example, they use the clipboards and paper to record the ingredients they will need to make unicorn biscuits. Toddlers are fascinated to find creatures frozen in blocks of ice. With a member of staff nearby to support their learning, they begin to understand basic concepts, such as wet, cold, heavy and light.

Children display kind behaviour and play cooperatively together. They learn about the concept of fairness and to respect and consider their friends' opinions. They take part in a daily vote to make decisions about which story they will listen to. This helps children's decision-making skills and introduces the principles of democracy. Children learn about the impact of a healthy diet and the importance of taking care of their teeth. They demonstrate good hygiene practices, as they wash their hands before mealtimes and after using the toilet.

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

- The setting's curriculum is carefully designed to support children to make progress in all areas of learning. Staff swiftly identify children who may need extra support. They review their assessments to see what further support they can offer to help children maximise their learning.
- Overall, staff place a strong focus on communication and language development. For example, children are encouraged to take books home to read with their parents. Staff working with babies constantly acknowledge their babbles and gestures. They support toddlers to progress from speaking with single words to building small sentences. However, in their enthusiasm, some staff do not give children enough time to put their thoughts into words. Also, there are times when staff do not model the correct pronunciation of some words.
- Staff develop children's mathematical skills through play. They support learning and provide more challenge wherever possible. For example, toddlers count how many scoops of sand they need to fill a container. They discuss the size and shape of the containers. Older children use and understand positional language, such as 'underneath', 'on top' and 'behind' as they play.
- Staff plan activities that ignite children's interest. For example, toddlers have lots of fun hunting for bugs in the garden. They work together to find the bugs and

then examine them closely using the magnifying lens. They recall names of certain creatures, such as wood louse, ladybird, and scorpion. Staff skilfully extend the activity into other areas of learning, such as encouraging children to count how many legs the spider has, and what colour worms they can find.

- Staff promote children's positive behaviour from a young age. Children learn to share, take turns and use their manners. Staff talk sensitively to children about how their actions affect others and help them to understand their emotions.
- The outdoor areas offer opportunity for all children to move in a range of ways. Older children use their leg muscles to push scooters and propel wheeled toys. Toddlers climb the steps on the climbing frame and use their fine motor skills in the sandpit and mud kitchen. Babies have space to crawl and pull themselves up to practise their walking skills. Children benefit from freshly prepared meals and snacks that take account of their individual dietary needs and preferences.
- The manager supports staff well in their professional development. She undertakes regular observations of staff practice and gives useful feedback on how they can improve their good teaching, to further enhance children's learning.
- Parents are delighted with the service. They comment enthusiastically on the friendly and approachable staff team. Parents feel thoroughly informed about their children's learning and appreciate staff's regular feedback. They state that the nursery, 'Is a special place where staff show genuine interest in their children and offer the best support every single day'.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibility to safeguard children. They can identify the indicators of abuse and neglect, including the signs children may display if exposed to extreme views and behaviours. Staff are confident about the procedures to follow in the event of a concern about a child or the conduct of a colleague. The manager ensures staff's safeguarding knowledge remains up to date. She regularly meets with them to discuss safeguarding scenarios, to monitor their knowledge and understanding. Staff deploy themselves well to be able to monitor the children as they play.

What does the setting need to do to improve?

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

- support staff to give children more time to put their own thoughts into words while talking with them and asking them questions
- support staff to consistently model how to pronounce words correctly, so children learn the correct way to say and use them.

Setting details

Unique reference number	EY232708
Local authority	Bradford
Inspection number	10297036
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	126
Name of registered person	Cliffe House Day Nurseries Limited
Registered person unique reference number	RP910110
Telephone number	01943 865007
Date of previous inspection	1 June 2018

Information about this early years setting

Cliffe House Day Nursery Ltd registered in 2002. The nursery employs 23 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 and above. The nursery opens 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

Janet Fairhurst

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and area manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents 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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