

Inspection of Cliffe House Day Nursery & Out of School Club

Cliffe House Day Nursery, Back Featherbank Terrace, Horsforth, LEEDS LS18 4SZ

Inspection date:

7 November 2023

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

Good

What is it like to attend this early years setting?

The provision is good

The manager and staff have high expectations for children. Staff plan a curriculum that focuses on all aspects of children's learning to help them to make good progress in their development. They place a strong focus on helping children to develop confidence and self-assurance. Staff talk to children about their emotions and how they are feeling. They quickly resolve any minor disputes between children. Staff model respectful and kind behaviours. As a result, children build strong friendships, learn to self-regulate and manage their emotions.

Children are physically active in their play. They confidently develop their coordination as they carefully walk along the balancing equipment. They have many opportunities to strengthen the small muscles in their hands. For example, children squeeze tweezers to pick up dinosaurs in the tray and make marks in the paint with their fingers. Children's physical skills develop well. Staff promote children's good health. They encourage children to wipe their own noses, dispose of tissues and wash their hands afterwards. Staff encourage children to use the toilet independently. They work with parents to support their children with toilet training. Staff sit with children at mealtimes and encourage them to try new foods.

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

- Staff provide children with experiences that broaden their sense of belonging in their local community. For example, staff take children to the local care home and to participate in litter-picking activities. Children learn about the world around them and value their wider community.
- Staff provide a curriculum, which supports children's progress in the seven areas of learning. They monitor children's progress closely and identify where children may need more support. Children who have identified needs benefit from the precise strategies which staff put in place. The special educational needs coordinator works closely with staff, parents and other professionals to implement children's individual plans. As a result, children with special educational needs and/or disabilities are consistently supported and make good progress.
- Staff give a priority to helping children to make good progress in their communication and language development. They clearly emphasise keywords and use some signing to help children with their understanding. Staff foster children's love of books and reading, and introduce new words. Children borrow books to take home and share with their parents.
- Managers value the impact that professional development can have on improving the quality of staff's practice over time. They ensure that staff attend training to keep their knowledge up to date and meet with staff regularly to support them in developing their skills. Managers promote staff's well-being,

who have high morale.

- Overall, children behave well. Children learn to share their toys and play cooperatively. However, at times, staff do not consistently encourage children to take responsibility for the toys they play with. For example, not all children are expected to tidy up after themselves. This does not help children to become fully independent or learn to respect the resources they use.
- Staff are enthusiastic in their approach and demonstrate good teaching skills. For example, children enjoy noticing similarities and differences as they draw each other on white boards. However, on occasions, some staff have not considered how to organise large-group activities, such as circle time and adult-led activities, to ensure that they meet the needs of all children. Therefore, at times, some children lose interest and miss out on these learning opportunities.
- Staff work in partnership with parents and share daily communication with them verbally and electronically. This includes sharing information relating to accidents and incidents. Parents say they are extremely happy and that their children make good progress. Staff share children's learning needs with parents and provide ideas of what parents can do at home to support their children's learning.
- The manager uses evaluation well to identify areas for improvement and to address training needs. For instance, staff are currently prioritising developing the outdoor area for children aged under two years to support their outdoor learning experiences even further.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their responsibility to safeguard children, including whistle-blowing. Staff receive regular safeguarding training. They have a good understanding of safeguarding issues, such as the risks of children being exposed to extremist views, female genital mutilation and county lines. Staff know the procedures to follow if they have any concerns regarding a child's welfare. The provider has robust recruitment procedures in place and carries out ongoing checks to ensure the suitability of staff. Staff regularly risk assess all areas that children have access to.

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 provide consistent messages to help children to learn to care for the resources and environment
- plan and implement large-group activities to ensure that they consistently support all children's engagement and learning as well as possible.

Setting details

Unique reference number	EY482436
Local authority	Leeds
Inspection number	10311706
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 11
Total number of places	88
Number of children on roll	169
Name of registered person	Cliffe House Day Nurseries Limited
Registered person unique reference number	RP910110
Telephone number	0113 3452850
Date of previous inspection	6 April 2018

Information about this early years setting

Cliffe House Day Nursery & Out of School Club registered in 2014 and is located in Leeds. The nursery employs 44 members of childcare staff. Of these, 24 staff hold appropriate early years qualifications at level 3 or above, including two staff who hold qualifications at level 6. 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
Julie Dent

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 nursery.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to the manager, staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and also took account of their written views.
- The inspector sampled some of the provider's documentation, including the safeguarding policy and procedures.
- The inspector and the manager completed a joint observation together.

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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