

Inspection of Cliffe House Day Nursery Ltd

C/O Trinity & All Saints College, Brownberrie Lane, Horsforth, Leeds, West Yorkshire LS18 5HD

Inspection date: 5 September 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff provide a warm, nurturing environment for children and families. They know children very well and gather detailed information before they start and before they move up through the rooms in the nursery. This helps them to maintain up-to-date knowledge of children and enables staff to meet their care and learning needs effectively. Children, including those who are new to the nursery, show they feel safe and secure with staff. They benefit from a close relationship with a key person of their choosing. Staff promote children's positive behaviour and emotional well-being. They regularly offer praise to children and encourage them to join in with new experiences and develop new skills.

Staff have high expectations for all children who attend. They provide an exciting curriculum which meets the individual needs of children. Since the COVID-19 pandemic, the management team has worked hard to focus on closing potential gaps in children's learning and support children with special educational needs and/or disabilities (SEND). Staff have received training in supporting interactions and promoting children's communication skills. This has had a positive impact on children's progress. Older children are well prepared to start school. They develop good levels of concentration and are keen, enthusiastic learners.

Staff work in partnership with parents and teachers to promote continuity of care and learning. Staff maintain good levels of communication with families and help them to feel included in their children's learning. Parents are keen to leave feedback for the nursery and are very happy with the levels of support they receive from staff. They say staff are professional, knowledgeable and extremely caring.

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

- The management team has a clear vision for their curriculum and what they would like children to learn. They have recently supported staff to implement more focused planning to help them concentrate on children's individual next steps. Children benefit from activities which help them build on their existing knowledge and staff extend their learning as they play and explore.
- The curriculum for children's developing personal, social and emotional skills is a strength in the nursery. Staff are very good role models for children. They have clear expectations for behaviour and consistently model good manners. Children's behaviour is very good. They are kind to each other and take turns without any support. Older children help each other to draw different shapes and reassure their friends with a kind pat on the back.
- Children thoroughly enjoy a range of activities inside and outside. They are keen to join in and show excitement in their learning. For example, toddlers gather

around the water tray to experiment with tipping, pouring, floating and sinking. Staff enhance this by adding scented teabags to encourage children to identify different smells and link prior learning. However, on occasion, the group size becomes too large, and this has an impact on children's level of engagement.

- The provision for children with SEND is very good. The provider has a dedicated member of staff who leads the nursery provision to promote inclusion and support children. She has a detailed knowledge of every child in the nursery and works with staff to support them. Extra funding is used effectively to benefit children, such as one-to-one provision for children who need support. Staff are skilled at identifying areas of potential delay and make swift referrals to other professionals. This helps to prepare children to move on to school and be supported effectively.
- Staff promote children's good health and independence. Children enjoy healthy meals and snacks throughout the day and staff ensure they have access to water. Young children begin to take an active part in their self-care as they start to use the toilet and older children show interest in the resources which promote good oral hygiene. However, during busy times, toilet facilities do not promote children's privacy or their understanding of body safety.
- Babies show they feel happy and settled. Staff support them to develop language skills and confidence. They play imaginatively with shaped blocks and 'call home'. Staff model pretend conversations and babies begin to copy single words. Staff focus on supporting babies' physical development. For instance, they prepare the environment purposefully to help them pull themselves up and walk around the furniture.
- The management team regularly evaluates the provision with staff and gathers feedback from assessment information. They use this to enhance the setting and improve staff practice. Currently, staff are focusing on enhancing mathematics in each room. They regularly model mathematical language to children and support them to consider new concepts. For instance, older children discuss birthdays and staff use the opportunity to count candles.
- The leadership team is strong. Staff discuss how they are well supported in the nursery and say they thoroughly enjoy their work. Managers have high expectations of staff. They provide coaching and training to help them progress into new roles. Apprentices are supported effectively to develop their skills to work with children and have a mentor in the nursery.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider the impact of the size of the group during planned activities, to ensure children can participate and engage deeply in their learning
- reflect on and implement ways for older children to use the toilet independently, to further promote and respect their privacy.

Setting details

Unique reference number	319384
Local authority	Leeds
Inspection number	10359551
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	65
Number of children on roll	99
Name of registered person	Cliffe House Day Nurseries Limited
Registered person unique reference number	RP910110
Telephone number	0113 258 5522
Date of previous inspection	26 October 2018

Information about this early years setting

Cliff House Day Nursery Ltd was registered in 2003 and is situated in Horsforth, Leeds. The nursery employs 27 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above, including the manager with early years teacher status. 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. Children with special educational needs and/or disabilities attend.

Information about this inspection

Inspector

Michelle Lorains

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 her evaluation of the setting.
- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector, indoors during planned activity.
- The inspector held a discussion with managers in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and nursery manager.
- The inspector spoke to parents and obtained written feedback for the inspection.

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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