

# Inspection of Cliff Nursery

Cliff Nursery, Martin Croft, Silkstone, BARNSELY, South Yorkshire S75 4JS

---

Inspection date: 21 May 2025

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

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	Good
--	------

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

### **The provision is good**

Children are confident, playful and happy as they arrive at nursery. Staff create a calm and welcoming environment, where children feel valued and have a sense of belonging. Staff greet families warmly and welcome them into the nursery. Overall, the curriculum is sequenced to meet the ages and developmental stages of all children. Staff focus on the prime areas of learning, particularly children's communication and language, physical and personal development.

Staff create a wide variety of activities and experiences for children to explore and learn from. They promote a love of books and reading throughout the nursery. Staff share key books and songs so that children develop a deep understanding of familiar stories. Staff read joyfully and older children remember details and eagerly ask questions. Children embed their learning as they retell stories and role play being their favourite characters.

Staff create a nurturing environment for babies. They sit on the floor so that they are emotionally available for them. Babies feel valued and safe as they shuffle, crawl and walk. Staff get to know children and their families well. They work closely with parents and carers so that they can follow babies' routines from home. Staff observe babies to identify their starting points in development. They listen to babies, interpret their babbles and repeat back words so that children hear the correct pronunciation. Staff narrate on children's play, read stories, sing songs and delight in caring for babies. As a result, children thrive in the nursery.

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

- Staff promote mathematics and numeracy throughout the nursery. Children learn to count and recognise numbers in songs, stories and play. Leaders have a good understanding of child development and playfully support younger children to recognise the concepts of 'one' and 'two.' However, on occasions, staff do not plan adult-led activities carefully to ensure that they meet children's next steps and build on their existing knowledge. For example, they invite children to build number blocks to higher numbers, while they are still engrossed in sorting and counting to ten.
- Staff are deployed well in all areas inside and outside. Children are playful and interact together. Staff encourage children to speculate and to test their ideas through trial and error. Staff are interested in children and eager to extend their learning as they play. However, on occasions, staff make suggestions and ask questions in succession. As a result, children do not have time to think and respond with their own ideas.
- Leaders plan and organise the nursery well so that resources and equipment are available for children. Staff have high expectations of children, whose behaviour

is excellent. Staff give clear instructions so that children know what is expected. Children work together, for example, to tidy away and come inside for lunch.

- Leaders support children's healthy lifestyles. They provide children with opportunities for physical play and healthy meals and snacks. Children learn to care of themselves. For example, they learn to brush their teeth, wash their hands, wipe their noses and use the toilet independently.
- Mealtimes are happy and sociable events. Children sit together at the table. They make choices and take it in turns to serve themselves with vegetables and fruit. Children develop independence as they use cutlery and pour their drinks. Staff sit with children as they eat, modelling conversation and helping babies and toddlers to feed themselves.
- Staff work closely with parents to meet children's needs, especially those with special educational needs and/or disabilities (SEND). They involve parents in every step of their children's progress. Staff create individual learning plans for children with emerging needs. They share their understanding and ideas with parents in daily conversations, in an online app and at meetings.
- Parents praise the 'fantastic' and approachable staff. They say that their children are excited to come to nursery each day and they settle exceptionally well. Parents particularly value the expertise and compassion that staff and leaders show to families. For example, staff have undertaken training to support children with medical needs and allergies.
- Leaders and staff are reflective and constantly evaluate their practice. They recognise their strengths as working in a team, which they report as caring for children and working with parents. Staff say that leaders care about the well-being of children and staff, and that they feel supported.

## 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:**

- plan adult-led activities more carefully so that activities are closely matched to children's current stage of development and next steps in learning
- give children more time to think and respond to questions so that they can develop even better thinking and language skills.

## Setting details

<b>Unique reference number</b>	EY428292
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10392889
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	114
<b>Number of children on roll</b>	189
<b>Name of registered person</b>	Agnes Educational Enterprises Limited
<b>Registered person unique reference number</b>	RP530667
<b>Telephone number</b>	01226792350
<b>Date of previous inspection</b>	9 October 2019

## Information about this early years setting

Cliff Nursery registered in 2011 and is located in Barnsley. The nursery proprietor holds a level 7 qualification and oversees the nursery. The nursery employs 34 members of childcare staff, 30 of whom hold appropriate childcare qualifications at level 2 or above. This includes one member of staff at level 6, five members of staff who hold a qualification at level 5 and 20 staff who hold a relevant qualification at level 3. The nursery opens from Monday to Friday all year round, except for one week at Christmas and on bank holidays. Sessions are from 7.30am until 6.00pm. The nursery offers the government funded places for childcare and receives specific funding for disadvantaged children.

## Information about this inspection

### Inspectors

Caroline Brooks  
Josie Cumiskey

## Inspection activities

- Leaders showed the inspectors around the areas used by the nursery and explained the curriculum and how the provision is organised.
- The inspectors held a number of discussions with the leaders and staff.
- The inspectors looked at relevant documentation.
- The inspectors observed the interactions between children and adults.
- Leaders participated in joint observations of staff with an inspector.
- The inspectors observed planned activities and play inside and outside.
- The inspectors spoke to parents during the inspection and took account of their written feedback.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025