

Inspection date	24 May 2016
Previous inspection date	27 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff promote equality and diversity throughout all nursery practices. They embrace and celebrate children's home cultures and languages. Parents are encouraged to share their knowledge and experiences of family life.
- Additional funding is used highly effectively to support the needs of the most disadvantaged children. The nursery has excellent partnerships with other professionals. Staff work closely with them to provide high levels of support for children who have special educational needs.
- Children who are getting ready to move on to school are exceptionally well prepared. They have excellent mathematical and literacy skills. They have superb social skills and are confident to share their ideas and knowledge.
- Some staff provide outstanding learning opportunities for children. They are enthusiastic and their passion for teaching makes learning fun. They capture children's interests and motivate them. For example, children enjoy lively re-enactments of stories they have read.
- Babies are very happy and settled. They enjoy strong bonds with key persons and enjoy very good interactions that support their emotional well-being. Their individual care routines are met very well.

It is not yet outstanding because:

- Staff access training to improve their knowledge. However, professional development does not focus precisely enough on improving staff's individual teaching skills. As a result, some groups of children are not supported to make the best possible progress.
- The key-person system works very well most of the time. However, on occasions, children do not receive high levels of support, particularly when the absence of key staff is unexpected.

What the setting needs to do to improve further

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

- focus professional development opportunities more sharply and support all staff to develop their teaching skills to a higher level
- strengthen the key-person system and make sure all children consistently receive high levels of support on occasions when their key person is absent from the nursery.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the special educational needs coordinator and the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, including the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Nicola Dickinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of current child protection issues. The staff make up a well-qualified team. They work well together to plan an interesting and varied curriculum to promote children's good progress, although activities are not always successfully delivered. The provider reviews the nursery's practice to identify areas for improvement and seeks the views of parents. Pre-school children have their own committee and their views are taken into account. For example, they share their ideas about the menu and make suggestions for new resources. Parents comment that communication is excellent. They are involved in monitoring their children's progress and are supported to continue children's learning at home.

Quality of teaching, learning and assessment is good

Accurate observations and ongoing assessment of children's development provide key staff with information about each child's individual needs. Some staff have first-rate teaching skills. They motivate children to question and think critically. All rooms, along with the outdoor area, are very well resourced to provide children with an abundance of opportunities to independently explore and investigate. They develop early writing skills as they make patterns in sand and paint. They explore how colours change when they mix them. Children enjoy experimenting as they use tubes and pumps to blow bubbles in water. However, staff in the toddler room do not always interact well with children or effectively support their play to enhance learning opportunities.

Personal development, behaviour and welfare are good

The nursery is very welcoming. Parents comment that it is a very happy place and staff are upbeat. Children develop a thorough understanding of where their food comes from. They are involved in growing their own food and using ingredients to prepare meals. Staff support them to understand and manage their own feelings. Children are encouraged to use good manners and they behave exceptionally well. Mealtimes are very well planned. Staff use the time to sit with children and involve them in group conversations. Staff fully promote children's developing independence in self-care routines. Children enjoy outdoor play in the fresh air every day. Classes provided by outside agencies, such as ballet, help children to develop their physical skills.

Outcomes for children are good

Children show pride in their achievements and demonstrate high self-esteem. They make choices about their play, helping them to become confident individuals and successful learners. They build secure relationships with adults. They enjoy each other's company and form strong friendships. Children develop a good understanding of their community. They experience a wide range of activities that successfully teaches them about people in the wider world. The majority of children are making strong progress from their initial starting points. Pre-school children demonstrate superb literacy skills and have an extensive vocabulary. They have strong foundations for their future learning in school.

Setting details

Unique reference number	EY428292
Local authority	Barnsley
Inspection number	850166
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	114
Number of children on roll	252
Name of registered person	Agnes Educational Enterprises Limited
Registered person unique reference number	RP530667
Date of previous inspection	27 October 2011
Telephone number	01226792350

Cliff Nursery was registered in 1998. The nursery employs 28 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The provider and two staff have 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.

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