

Cliff Nursery

Inspection report for early years provision

Unique reference number EY428292
Inspection date 27/10/2011
Inspector Lindsay Dobson

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Cliff Nursery was re-registered in 2011 but has been running as a full day care setting since 1998. It is a privately owned nursery operating in a two-storey building in Silkstone, Barnsley. Children are accommodated in six rooms and a hall on two floors, with access to enclosed outdoor areas.

The nursery is registered on the Early Years Register and both parts of the childcare register. A maximum of 114 children may attend the setting at any one time. There are currently 184 children on roll, of whom 152 are in the early years age range. It is open each weekday from 8am to 6pm throughout the year with an additional breakfast club available from 7.30am. The setting provides care for children who have English as an additional language. There are 32 members of staff including management, all of whom hold relevant childcare qualifications at level three and above. The nursery owner is a qualified teacher with a Masters in Education and Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make extremely good progress in all areas of learning and development. Staff are exceptionally well qualified and committed to ensuring that the unique needs of each child are identified and met. Key persons build excellent partnerships with parents which contribute significantly to ensuring children's progress. Staff recognise and value good partnerships built with local schools and other agencies, which means that all children are very well supported. There are strong systems in place to make regular evaluations of the nursery and to plan for future development. The owner, manager and staff have a clear vision and commitment to provide positive outcomes for all children to help them reach their full potential.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing opportunities for children to see words and numbers as labels in the outdoor area.

The effectiveness of leadership and management of the early years provision

Children are very well safeguarded because there are rigorous policies and procedures in place which are clearly understood by staff members. There is a commitment to working with parents appropriately to safeguard children and good links are forged with local services. Children are further protected as security is

exemplary, with no person able to access the nursery unless monitored by the staff, and a detailed record of visitors is maintained. Risk assessments, daily routines and health and safety checks are excellent. The staff recruitment procedure is robust and ensures that all staff are suitably qualified and vetted. New staff follow a comprehensive induction process and are then supported by regular supervision meetings which identify their individual learning and development needs. Extremely strong, motivated leadership and management within the setting has resulted in a confident staff team who demonstrate an excellent understanding of the requirements of the Early Years Foundation Stage and implement these very effectively. The owner and manager have successfully promoted a culture of reflective practice, resulting in all staff making meaningful contributions to the ongoing self-evaluation process. There is a strong commitment to staff training and development, ensuring a team who are well motivated, skilled and confident.

The care, learning and development needs of each and every child are carefully identified and met through the close partnerships key persons build with parents, carers and relevant services. The individual learning needs of each child are considered when staff plan activities based on children's own interests and identified next steps in learning. Children learn to value diversity and difference and their own cultural backgrounds are reflected, celebrated and valued. There are also excellent opportunities for children to learn about their local community and the wider world. Staff organise resources to enable children to freely access and choose tools, equipment and materials. They respond quickly to children's requests and sensitively support activities which children initiate themselves. Thus, children make choices and are becoming enthusiastic, self-motivated learners. Children's sense of belonging is nurtured through excellent interactions with staff and they are proud to see examples of their own work and photographs clearly displayed throughout the nursery.

Parents are highly valued as expert partners in their children's care. They are provided with excellent information about the nursery provision, local support services and issues directly affecting their own children. There are regular meetings with key persons, and organised meetings for new parents enable them and their children to make friends and to find out about the nursery and the Early Years Foundation Stage. Parents' comments heard during the inspection are extremely positive and include 'the care, love and teaching received is second to none' and 'I have full trust in the staff who have so much time for me and the children'. The nursery has excellent links with other providers sharing the care of children and for children moving to other settings, with highly effective transition arrangements purposefully implemented. This ensures there is consistency in children's learning and their care and welfare needs are effectively complemented.

The quality and standards of the early years provision and outcomes for children

Children flourish and make excellent progress while they enjoy an exciting range of activities planned by staff who know them very well. Key persons maintain meticulous records of observations of children's interests and achievements which

are used very effectively to assess their progress. Children thoroughly enjoy and benefit from the excellent balance of adult-led activities and opportunities to initiate and develop their own learning through freely chosen activities. The learning environment is exceptionally well planned and resourced to stimulate children's imagination and creativity. Staff use their deep understanding of how children learn to intervene, challenge and consolidate learning arising through children's own ideas.

Children of all ages engage in creative play, such as play dough, painting, sticking and modelling. Staff ensure that each activity is supported by exciting resources enabling the children to use their imaginations and challenge their own skills. For example, babies enjoy painting with their fingers. They also choose chunky coloured pencils to begin their early mark-making. More able children free paint, whilst younger children enjoy spreading the glue and sticking the brightly coloured feathers onto their pictures. Children's knowledge and understanding of the world is exceptionally promoted in all areas. Information technology resources are available throughout the nursery. Babies and younger children learn about cause and effect as they push the buttons, turn the levers and see the lights flash and the music play. The more able children have access to a computer and develop their skills by learning to use the mouse and keyboard. They learn about nature through planting and growing seeds, harvesting their produce and using this in cooking activities. Children have opportunities to learn about their local community and invite 'people who help us' into the setting. For example, the fire service and the police. Such activities also support children's understanding of how to keep themselves safe, which is positively promoted by all staff. Communication, language and literacy is promoted very well throughout the nursery as children of all ages access books and mark-making equipment and staff use their knowledge and skills to promote their vocabulary and use of language. The playrooms are exceptionally well labelled and develop children's understanding that print carries meaning, although in some parts of the outdoor play area, opportunities for using words and numbers can be enhanced as labels have been missed.

Children's physical development is given a high priority. They ride wheeled vehicles, enjoy running and jumping and show their developing skills as they move around the safe and enclosed outdoor area. A separate area for the younger children enables them to develop their own skills with age-appropriate equipment. Indoors, babies have excellent space to practice their crawling skills. They pull themselves up on the furniture and early walking is supported as they move around the room. Additional activities provided by the setting to develop children's physical skills include 'sports tots' and 'baby ballet'. Excellent provision for children's welfare ensures they grow in confidence as their strong relationships with key adults give them a sense of safety, balanced by the excitement of new experiences. Detailed attention to their health is evident in the care that adults take to teach them the benefits of healthy diet and exercise. For example, varied and nutritious meals are supported by healthy snacks and light meals provided by the nursery cook. The nursery take part in the Barnsley Healthy Early Years Award, further supporting the promotion of healthy lifestyles with the children. Children's behaviour throughout the setting is very good. Staff use a range of highly effective strategies, including stickers, star charts and the chance to care for Jofli Bear, and they are excellent role models. All children receive very good levels of praise and

encouragement for their efforts and achievements which raises their self-esteem and sense of belonging.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met