

Briercliffe Nursery

Briercliffe Road, Burnley, Lancashire, BB10 2HA



Inspection date

7 April 2015

Previous inspection date

21 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Safeguarding is good. Staff are fully aware of what they need to do to protect children and keep them safe from harm should they have any concerns. Risks are managed and children play safely and securely both inside and out.
- The management team have made changes to improve the quality of the provision. They have a strong commitment to continuous improvement and to raise both teaching and children's achievement, to a higher level across all areas of learning.
- Staff work extremely well with parents and external agencies to support children and ensure their individual needs are well met.
- Teaching is good. Staff have a good understanding of how children learn and plan activities that challenge them and are in line with their abilities and interests.
- Good quality relationships between children and staff support children's self-confidence and self-esteem very well.

It is not yet outstanding because:

- Activities to support children's exploratory play and for them to continue their learning outdoors are not yet fully maximised.
- Resources, such as fabrics and natural materials for babies to investigate, explore and use their imagination with, are not as freely available to them as equipment with specific uses.

What the setting needs to do to improve further

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

- improve the range of activities provided in the outdoor area so that it offers better opportunities for children to use their imagination, engage in role play and continue their learning outdoors
- provide young children with further natural and non-specific resources for them to use as they wish and which allow them opportunities to explore their own ideas.

Inspection activities

- The inspector undertook a tour of the premises.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation and a range of other records, policies and procedures.
- The inspector conducted a joint observation with the nursery manager.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Janet Singleton

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children achieve well across all areas of learning in this vibrant and welcoming nursery. Staff monitor children's progress by focusing on observing, assessing and tracking children's development. They use this information to plan challenging activities based on the identified next steps for children's learning. Children delight in taking part in singing activities and early phonics. Staff talk to babies and provide a constant narrative of what is taking place. Staff sensitively introduce counting, shapes, letters and sounds with children as they play to awaken their interest in learning. Although there are plans to develop outdoor play further, this has not happened as yet. Therefore, children's learning outside is not as good as it is indoors because activities to support imaginative thinking and role play are less well planned for. Staff work extremely well with external agencies and parents to support children whose starting points are below those expected for their age and stage of development to make good progress and narrow the achievement gap.

The contribution of the early years provision to the well-being of children is good

Children form secure attachments with staff and this helps them to be confident and motivated learners. Children are independent as they manage their needs in the bathroom, set the table at lunchtime and serve their own meal. Consequently, children are prepared well for their next stage of learning and move to school. Younger children make choices about what they want to do, building their confidence and self-esteem. Babies enjoy the company of adults and are engaged and happy in their play. However, resources, such as fabrics and natural materials for babies to explore further movement and to develop their sensory experiences are not made as readily available to them. All care practices are agreed with parents which means children are happy, settled and their emotional well-being is very well supported. Children behave extremely well, are polite and use their manners when making requests.

The effectiveness of the leadership and management of the early years provision is good

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. They use this knowledge to plan a wide range of good-quality activities to support children's good progress. Through good-quality supervision, training and team meetings, the quality of teaching is monitored to raise it to higher levels. Additionally, managers check the quality of the provision and have made changes to the learning environment to improve it for all children. Partnerships with schools and other agencies are very well organised to meet children's individual needs. The impact of continued staff training, a well-qualified staff team and the continuous drive for improvement means that children's progress is monitored and clearly planned for. As a result, children are making good progress in all areas of learning.

Setting details

Unique reference number	EY253270
Local authority	Lancashire
Inspection number	860383
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	96
Name of provider	Briercliffe Education Centre Ltd
Date of previous inspection	21 November 2011
Telephone number	01282 438320

Briercliffe Nursery was registered under the current owners in 2003. The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3. Additionally, there is one member of staff qualified at level 4, one at level 5 and there is a modern apprentice. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children with special educational needs and/or disabilities.

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