

# Burnham Market Nursery School



Burnham Market Primary School, Friars Lane, Burnham Norton, King's Lynn, Norfolk, PE31 8JA

<b>Inspection date</b>	16 June 2015
Previous inspection date	3 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff have a good understanding of how the children learn and develop. They provide a stimulating range of experiences which follow children's interests and support their next steps in learning.
- Staff are kind and caring. They form strong bonds with children who demonstrate they feel safe and secure. Staff are extremely flexible to support children's emotional well-being at times of change, such as when they move on to school.
- Arrangements for safeguarding children are strong. Staff and the committee fully understand their roles and responsibilities to protect children from harm.
- Leadership is strong. Leaders have effective systems in place to regularly review practice and the impact it has on the progress children make. Staff are highly valued. Leaders support their professional development by targeting training to reflect staff interests, as well as to support the needs of children who attend.

### It is not yet outstanding because:

- Whole group, adult-led activities are sometimes too long and do not take account of the age range of children. Consequently, some children lose interest and their individual needs are not always met.
- Strategies to develop partnerships with parents are not always effective in consistently supporting parental involvement in their children's learning at home. This means staff do not always have a full picture of children's achievements and progress to inform precise planning for their next steps in learning.

## What the setting needs to do to improve further

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

- review the organisation of whole group activities to meet the needs of the differing ages of children so that all children maintain focus and are supported to make the most of every learning opportunity
- enhance partnerships with parents and carers further, for example, by exploring other strategies to support parents' involvement in their children's learning and development in the nursery and at home.

### Inspection activities

- The inspector observed the quality of teaching, both inside and outdoors, and the impact this has on children's learning and development.
- The inspector conducted a joint observation with the manager, and held a meeting with the manager and nominated person.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector took into account of the views of parents spoken to on the day, and parents' written feedback.
- The inspector reviewed the evidence of the suitability of staff and training certificates.
- The inspector viewed a range of documentation including children's learning journals, a sample of policies and procedures and the setting's self-evaluation form.

### Inspector

Gail Warnes

## Inspection findings

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

Experienced and qualified staff are motivated and enthusiastic as they ignite children's curiosity about the natural world. When children visit a nearby wood, they identify areas which are less safe, such as the pond and highlight the risk using brightly coloured wool. Children are knowledgeable about the risks they identify because staff teach them how to keep themselves and each other safe. Staff follow children's interests in nature, such as insects, supporting communication and language development by talking to them and asking questions. Children collect fallen pine cones in a basket and staff skilfully weave mathematical language by encouraging counting and asking if the basket is 'full or empty'. Children are highly engaged and thoroughly enjoy themselves. They call their friends over to share experiences, such as discovering worms. They use their magnifying glass to examine the worms before carefully placing them in a safe place. Occasionally, adult-led activities involve children sitting for a long time and teaching is not always adapted to meet the needs of the different ages of the children. For example, younger children lose focus and become distracted during a lengthy group session designed to support early reading and writing skills. Nevertheless, children acquire good skills and attitudes to support their future education.

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

Children are confident and happily choose activities from a good range of resources, both inside and outdoors. Behaviour is good because staff calmly and consistently set out their expectations and are good role models. The nursery is situated on school premises which means children become familiar with school staff and routines, especially as they eat lunch in the dining hall with the school children. Staff make the most of this to support children's emotional well-being for the move to school. Staff support children's growing independence in a variety of ways, including self-care routines and choice of play. Children self-regulate turns on popular equipment using a sand timer. Staff further support independence skills as they teach children to learn to manage their own risk during their regular visits to the wood. Staff have made good progress in addressing recommendations raised during the last inspection.

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

Leaders fully understand their roles and responsibilities of the Early Years Foundation Stage. They are passionate in ensuring children have good opportunities to achieve their best potential. Recruitment procedures robustly ensure suitable staff work with children. Staff make observations and accurate assessments of children's progress which is shared regularly with parents. Staff establish friendly relationships with parents. However, sometimes strategies to involve parents in their children's learning and development at home are not always effective. This means staff do not always have a full picture of children's achievements to plan for their next steps in learning effectively with parents, so that children make rapid progress. In spite of this, parental feedback is extremely positive.

## Setting details

<b>Unique reference number</b>	253970
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	866812
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Burnham Market Pre-School Playgroup Committee
<b>Date of previous inspection</b>	3 March 2009
<b>Telephone number</b>	07985 905 178

Burnham Market Nursery School was registered in 1992. It operates from the school premises and is committee run. It operates term time only from 9am to 3pm Tuesday to Friday and from 9am to 12 noon on Mondays. The nursery school provides funded early education to two-, three- and four-year-old children. The setting employs six staff, all of whom hold professional early years qualifications at level 2 and above. The manager holds early years qualifications at level 6 and has Early Years Professional status.

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