

# Burnham Market Nursery School



The Nursery Room, Burnham Market Primary School, Friars Lane, Burnham Market, Norfolk, PE31 8JA

<b>Inspection date</b>	13 September 2017
Previous inspection date	16 June 2015

<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
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

- Leadership is strong. The commitment of the management team and committee to continuous improvement is evident. They review and critically evaluate their practice. Staff have diligently addressed the recommendations made at the last inspection.
- Staff recognise the uniqueness of each child. The good key-person system enhances relationships with children and their families very effectively. Children develop a strong sense of security and trusting relationships.
- Relationships with parents are particularly strong. Parents speak highly of the nursery where they feel welcomed, supported and informed about their children's progress and well-being.
- The manager monitors progress made by different groups of children. She helps staff to identify gaps in children's learning, provide additional support and focus resources where they are most needed.
- Staff work effectively in partnership with other professionals. They provide very good continuity of care and support for those children who require it.

### It is not yet outstanding because:

- The performance management and supervision of staff are not yet highly focused enough on monitoring their levels of practice to raise the quality of teaching to the highest level.
- Staff do not consistently recognise opportunities to extend children's problem-solving skills.

## What the setting needs to do to improve further

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

- build on the systems for staff performance management and supervision that increase the potential to consistently deliver the highest quality of teaching
- help staff recognise and make better use of opportunities to develop children's problem-solving skills further.

### Inspection activities

- The inspector held discussions with the chairperson of the committee, management, staff and children.
- The inspector took account of the views of parents spoken to on the day and in written documentation.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the self-evaluation process.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

### Inspector

Ruth Patel

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff and committee members have a good understanding of their roles and responsibilities in keeping children safe. Staff maintain a safe environment for children. The leadership team uses its secure understanding of safe recruitment procedures effectively and ensures the ongoing suitability of staff and committee members. Although the manager supports staff to develop their practice, they do not have rich opportunities that help them develop an expert knowledge of teaching. The manager seeks the views of parents, children and the local authority adviser to better target improvements. For example, they have improved the information provided to parents on children's development, such as around children's next steps in learning.

### Quality of teaching, learning and assessment is good

Staff have high expectations of themselves and the children. They regularly assess the progress individual children make and identify their next steps in learning. This information is shared with parents to ensure they are fully informed and involved in their child's learning. Staff plan activities that reflect children's interests. For example, children enjoy activities that encourage them to use their imaginations, such as naming the traveling teddy bear and making pretend food in the kitchen. They model good language and introduce new vocabulary and words into conversations effectively. Children sit in the cosy reading area looking at books while having a cuddle with their key person. All children develop their early writing skills as they make marks using their hands and they use tools, such as brushes and pencils.

### Personal development, behaviour and welfare are good

Children benefit from stimulating and well-planned learning environments. They show high levels of confidence as they select their own resources and make decisions about their play. Children develop positive relationships with friendly and caring staff. They play cooperatively with other children and are supported well to take turns and share resources. Transitions into the nursery are managed sensitively and in partnership with parents. Good links with the adjoining school ensure children are emotionally well supported when they move on to school. Children make healthy choices at snack time and talk about nutritious foods as they eat their packed lunches. There are many opportunities for children to develop their physical skills indoors and in the large outdoor area. For example, children dance and move to music and excitedly chase bubbles in the garden.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress. Children, including those who speak English as an additional language, are learning to communicate with others. They use language and signs to share their thoughts, ideas and feelings. Children develop independence skills as they make choices about what they would like to play with and how to manage their own personal care. Children acquire the key skills and attitudes that they need for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	253970
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1090360
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	Burnham Market Nursery School Committee
<b>Registered person unique reference number</b>	RP517359
<b>Date of previous inspection</b>	16 June 2015
<b>Telephone number</b>	07985 905 178

Burnham Market Nursery School registered in 1992. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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