

# Burnett Nursery School

Burnett Nursery, Thewlis Street, Warrington WA5 1AJ



<b>Inspection date</b>	15 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Self-evaluation is not always effective in identifying and prioritising key areas for improvement. The leadership team does not always ensure that the knowledge staff gain through training is fully embedded into their daily practice.
- The monitoring of staff performance is not fully embedded. The leadership team does not consistently support staff effectively to develop high-quality teaching skills to improve outcomes for children.
- The quality of teaching is not consistent within the nursery. Staff do not always extend children's play and challenge their learning.
- Staff do not manage children's well-being consistently. They do not always support children to follow simple procedures to maintain good health, such as washing hands before eating. Some staff sit children in seats on the floor which are not appropriate for their age and stage of development.
- Partnerships with other professionals involved in supporting the care and education of children with special educational needs and/or disabilities (SEND) are not yet used in depth to ensure children's development is fully promoted.

### It has the following strengths

- Partnerships with parents are effective. Staff communicate with parents daily and regularly discuss children's development.
- Staff are caring and kind, and children develop good relationships with key staff. Children are cared for in a welcoming environment.
- The leadership team ensures that the premises are safe and suitable for children's care.
- Parents speak highly of the staff team and say that their children are happy and settled.

## What the setting needs to do to improve further

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

- strengthen the monitoring of daily practice to ensure that areas for development are identified promptly and acted on swiftly to raise the quality of the provision
- strengthen the systems for monitoring staff performance to ensure consistent high-quality teaching and learning across the nursery
- strengthen the partnerships with external agencies to ensure that staff have an in-depth knowledge of how to support children with SEND.
- evaluate the impact of training attended to ensure that the knowledge gained by staff is fully embedded into everyday practice
- maintain the daily procedures throughout the nursery so that the health and well-being of all children is consistently promoted.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector carried out a joint observation with the provider and observed teaching and learning in all rooms and the outdoor areas.
- The inspector spoke with staff working with children in the nursery and held meetings with the leadership and management team.
- The inspector spoke with children throughout the day and took account of the views of parents spoken to during the inspection.

### Inspector

Wendy Dockerty

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Appropriate policies and procedures are in place and staff demonstrate a clear understanding of what to do should they have concerns regarding a child's welfare. However, some members of staff are not up to date with their wider knowledge of safeguarding, as information from training has not been fully embedded into daily practice. The leadership team has carried out some evaluation and identified weaknesses in the overall quality of the nursery. However, action has not been taken swiftly enough to raise the quality of the provision. The leadership team holds supervision meetings with staff. However, the monitoring of staff practice is not yet fully effective in raising the quality of teaching. Links have been established with professionals who support children with SEND, and staff are able to talk about the areas in which children are making most progress. However, staff do not demonstrate a confident and knowledgeable approach to supporting children to progress to their full potential during their time at the nursery.

### Quality of teaching, learning and assessment requires improvement

Children are provided with activities and experiences that they enjoy and which generally promote their development in all areas. Children enjoy sensory play as they explore water, mud and paint through various activities. They are involved in arts and crafts as they make winter pictures, which helps to develop their small-muscle skills. Older children are beginning to learn about numbers and letters and are keen to show they can write their name and recognise numerals in the environment. However, staff do not consistently offer challenge to extend children's learning, for example, by listening carefully to children and using questions to encourage further thinking. Some activities are not thoroughly expanded upon and resources are not always used effectively to provide inspiring opportunities to further promote children's learning.

### Personal development, behaviour and welfare require improvement

Children are engaged and happy during their time at the nursery. Older children are beginning to develop their independence. For example, they are encouraged to serve their food at lunchtimes and hang coats on their own pegs. There are occasions when important daily procedures are not followed. For example, children's hands are not always washed after playing with mud and before eating. Discussions with staff indicate that these procedures are usually followed, however, on the day of the inspection not all children's hands were washed. Toddlers eat their lunch in booster seats with a tray at floor level, rather than sitting at the available low-level tables and chairs. This is not appropriate for their age and stage of development. Children regularly spend time in the outdoor area where they enjoy fresh air and can run, jump and climb. However, staff do not always provide additional resources for children to explore in order to make progress in all areas of learning.

### Outcomes for children require improvement

Most children are working within developmental expectations and are making steady progress. Staff are able to talk about the general progress that children are making and carry out ongoing observations, which are shared with parents through an online

system. Parents say they are kept informed about their children's progress. They describe the nursery team as 'caring' and feel their children are happy and settled.

## Setting details

<b>Unique reference number</b>	EY543765
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10091538
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Higginson, Margaret Olive
<b>Registered person unique reference number</b>	RP543764
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01925 231213

Burnett Nursery School registered in 2017. The nursery employs five members of childcare staff, who all hold appropriate early years qualifications at level 3 and above. One member of staff holds a qualification at level 6. The nursery opens from Monday to Friday for 50 weeks of the year and is closed over the Christmas holidays and bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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