

Inspection of Towneley Park Children's Nursery Ltd

Tarleton House, Todmorden Road, Burnley, Lancashire BB11 3ES

Inspection date:

25 September 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The nursery operates across two buildings. In one building, staff care for young children who are under three years old. In the other building, staff care for older children who are over three years old. Learning opportunities for older children are not always tailored to support children's needs. At times, staff in the over threes' building do not ensure that activities consistently support children at all times throughout the day.

Children are generally happy and settled across the nursery. However, as they move throughout the nursery, information-sharing between staff across the two sites is not comprehensive. This means that when older children start in the pre-school building, new staff have to build their knowledge of children and their developmental stage.

Staff promote positive behaviour and regularly praise children as they attempt new things. For example, staff praise older children who pour their own drinks at lunchtime. Staff in the under threes' building are good at promoting positive behaviour. They challenge unwanted behaviour immediately and talk with children about their feelings and emotions. Staff support children to gain an understanding of personal safety. For example, they teach children how to hold scissors safely. In general, children are engaged in activities and exhibit good behaviour.

What does the early years setting do well and what does it need to do better?

- The management team is generally aware of inconsistencies between the two buildings and is making moves to develop consistency across the nursery. For example, new well-qualified staff have been recruited to lead the provision in the over threes' building. The management team wants to get things right for children and is committed to developing the nursery.
- Children in the over threes' building access some imaginative activities. For example, they enjoy discussing the similarities and differences of different animals and experience making their own play dough. Staff promote communication and language through telling stories and asking questions. However, in general, activities do not always help children to build on their knowledge and maximise their learning throughout the day.
- Staff in the under threes' building nurture children's needs well. They work closely with parents to understand children's needs and encourage parents to share information from home. Home learning is promoted through using 'take home' book bags. As children move to the older threes' building, meaningful information is not consistently shared between staff. This makes it difficult for staff to plan activities for children.
- Systems for recording accidents need improving. Staff do not consistently keep a

written record of when a child has had an accident or the first-aid treatment they have given.

- Staff in the under threes' building support children's individual needs well. They understand children's care and learning needs and offer activities which support children's emotional well-being. For example, babies giggle and clap their hands as they enjoy dancing along to music. Staff in the toddlers' room support children through change. For example, they set up a role-play area with dolls and clothes to support children who have a new baby sibling at home. Staff model how to take care of the 'babies', showing children how to be gentle and kind.
- Children gain an understanding of the wider world. For example, they explore different festivals and special days from a range of different cultures. Children take part in special days throughout the year. For example, children and parents make cakes at home and bring them to nursery to raise money for charity. Children enjoy walks in the local environment. For example, they visit a local supermarket to purchase fruit for snack time.
- Staff attend supervision meetings with the management team. They discuss how staff can improve their teaching and identify training. Managers listen to concerns raised by staff and, where possible, do what they can to reduce staff workload and support the staff team.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the correct procedure they must follow if they have concerns about a child's welfare. All staff complete safeguarding training and regularly refresh their knowledge. For example, they discuss the steps they would take by talking about different safeguarding scenarios during staff meetings. Additionally, staff check with the management team that adults who collect children, other than parents, know the secure password that is in place for each child. The management team follows safer recruitment practice. For example, managers ensure that staff have references and complete induction training when they initially start their employment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
keep a written record of accidents and the first-aid treatment that is given, and inform parents and/or carers the same day, or as soon as reasonably practicable	18/10/2019

ensure that staff consider the individual needs, interests and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of their learning and development.	18/10/2019
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To further improve the quality of the early years provision, the provider should:

- enhance information-sharing between staff when children move throughout the nursery, so that new key persons understand children's individual needs and can offer activities which support children's care and learning needs.

Setting details

Unique reference number	EY536600
Local authority	Lancashire
Inspection number	10124445
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	120
Number of children on roll	92
Name of registered person	Towneley Park Childrens' Nursery Ltd
Registered person unique reference number	RP536599
Telephone number	01282 416020
Date of previous inspection	23 September 2016

Information about this early years setting

Towneley Park Children's Nursery Ltd registered in 2016. The nursery employs 24 members of childcare staff. Of these, 17 members of staff hold appropriate qualifications at level 3 and above, and seven members of staff hold a qualification at level 2. The provider holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with children, staff and the management team during the inspection.
- A joint observation of an activity was carried out by the manager and the inspector.
- The provider, manager and deputy manager met with the inspector. They looked at documentation together, including a sample of policies and procedures, accident records and the suitability of staff.
- A number of parents spoke to the inspector during the inspection. In addition, the inspector looked at written comments to take account of parents' views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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