

Inspection of St Mary's Nursery @ The Park

The Pavilion, Corporation Park, West Park Road, BLACKBURN BB2 6DG

Inspection date: 4 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive with excitement as they are given a very warm greeting by staff. They show a strong sense of belonging and know where to hang up their coat. Children show that they feel happy and safe and explore the environment with enthusiasm. They are confident in new situations, for example when they meet new people. Many children that attend speak English as an additional language and most are making good progress from their starting points.

Managers have high expectations of practice and what children can achieve. They aim to help children to develop the key skills that they need to be ready for school. Staff have developed the curriculum to follow children's interests. Staff understand the importance of helping children to be creative and imaginative in their play. They provide resources that can be used in different ways and this helps to promote children's problem-solving and critical thinking skills. For example, children work together to make a den and a pirate ship with different materials. Children play cooperatively together, and, at times, older children resolve small conflicts independently. They learn to take turns and share, guided by gentle reminders from the staff.

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

- The manager provides staff with a programme of training, supervision meetings and support. This helps to develop staff's knowledge of the curriculum. However, these are not focused sufficiently enough to ensure that the quality of education is at the highest possible level.
- On the whole, staff use a range of effective methods to help promote children's language skills. Children develop confidence to talk to others, ask questions and share their views and experiences. For example, children ask for more paint when the bottle is empty. Younger children seek help to zip up their coats when getting ready for outdoor play.
- Children benefit from a stimulating learning environment with a range of resources to ignite interest and curiosity. They explore different textures using their hands and different tools, such as paint, dough and sand. However, staff do not maximise opportunities to challenge children during activities to help them to reach their full potential.
- Staff establish strong partnership working with parents. They provide a variety of information to parents to help children to develop the key skills that they need for school. Staff explain the importance of helping to strengthen children's muscles, ready for early writing. For example, they suggest children use paintbrushes with a bucket of water to make large marks outside. Parents say that staff help children to recognise and start to write their name. They say that they are happy with the information shared and the progress their child is

making.

- Staff provide children with experiences that they may not have access to at home. For example, children benefit from going on outings to the local care home, mosque and church. This helps to broaden children's knowledge of their local community and the world around them.
- Staff work closely with parents and share information, to help them to get to know children well, from the start. They find out what children can already do and provide experiences to help promote what children need to learn next. Staff know how to promptly recognise when to seek additional support and work with other professionals. This helps any gaps in children's learning and development to close in a timely manner.
- Children's physical and emotional well-being are supported effectively. They settle in well and develop a close bond and attachment with staff. Children play together cooperatively and behave very well.
- Staff provide children with plenty of opportunities to be physically active. Children stretch their arms as they paint using large rollers. They use their feet to propel themselves on ride-along toys.
- Staff promote children's confidence and independence effectively. Older children are eager to help carry out tasks and volunteer to prepare snack for their peers. Children learn about healthy lifestyles and that healthy food helps their heart, bones and muscles to be strong.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a robust understanding of their responsibilities in keeping children safe. They know how to respond to a concern that a child may be at risk of harm. Staff undertake regular safeguarding training and understand how to identify a concern that a child may be being abused or neglected. They help children to understand how to keep themselves safe. For example, staff demonstrate how to hold a knife when chopping up fruit and vegetables. Staff model how to hold their arms out to help children to carefully balance and negotiate along the tyres.

What does the setting need to do to improve?

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

- make greater use of opportunities to consistently challenge and extend children's learning and development, and help them make the best possible progress
- evaluate the impact of staff's practice with more rigour to enhance the quality of education to an outstanding level.

Setting details

Unique reference number	EY477322
Local authority	Blackburn with Darwen
Inspection number	10129283
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	31
Number of children on roll	36
Name of registered person	St Mary's College Governing Body
Registered person unique reference number	RP902491
Telephone number	01254 677788
Date of previous inspection	25 January 2016

Information about this early years setting

St Mary's Nursery @ The Park registered in 2014. The nursery employs six members of childcare staff. Of these, one holds a qualification at level 6, one at level 4, two at level 3, and one at level 2. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Cath Palser

Inspection activities

- The inspector observed the quality of care and educational practices during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with staff and children during the inspection.
- A tour of the nursery and joint observations were completed with the manager and deputy manager to understand how the early years provision and the curriculum are organised.
- The inspector held meetings with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their 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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