

# Inspection of Buxton Nursery

Buxton County Infant School, Hardwick Square South, Buxton, Derbyshire SK17  
6QB

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Inspection date: 9 June 2021

**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 Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Children laugh and giggle as they play and learn. Older children in the pre-school room have started to develop friendships and use their imagination to play games, for example as they build 'space rockets' to 'fly to Jupiter'. All children respond with interest when skilled staff introduce new ideas and challenges to their play. A baby using paint was supported to explore the texture of the paint on their hands and to rub their painted hands on paper to make marks.

Children show that they feel secure as they move confidently around the nursery. They challenge themselves and take calculated risks, while building their knowledge and skills. For example, they learn to confidently walk on the balance beam they made, at first with staff holding their hand and eventually independently.

Children learn about how things work and why they have to do things. After their dance session, pre-school children knew to use hand sanitiser because they had been playing in the school hall. They have also learned about 'left' and 'right' because the staff squirt a different hand each time and tell the children which hand they have squirted.

Children are kind and considerate. Older children in the nursery room are careful when they play near to babies. They help each other, for example when they work together on the computer.

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

- The manager has a clear understanding of the nursery curriculum, what they want children to learn and how they are supporting the learning. Children's key persons are knowledgeable about their group of children. They make sure that children have the equipment, support and experiences they need to develop the knowledge and practise the skills they need for future learning.
- Staff plan carefully for children's play. They take into account the children's interests and how they can best support their development. Children built dens using resources provided by staff, who have a clear idea of what they want children to learn. Children learned to work together using sheets, ropes and clips. They talked to each other and followed instructions, and the intended outcome was achieved. When they had finished, children naturally formed smaller groups and built campfires with twigs, and created furniture from wooden blocks.
- Additional funding is used carefully to support the children in receipt of funded early education. Sessions in woodlands and swimming lessons are some of the activities that children have accessed through use of funding while at the

nursery. This has helped them and other children to broaden their life experiences and develop their understanding of the wider world.

- Pre-school children fully engage in large-group activities, such as dance sessions which have been designed to promote their physical development. Children move to different types of music and listen for the music stopping. They watch and copy as staff jump and jiggle to fast-tempo music and use floaty, fluid movements when music has a slow tempo. Children become absorbed in their play. Toddlers explore building bricks and are proud when they make a tower.
- Staff have focused very strongly on children's social and emotional development during the COVID-19 (coronavirus) pandemic. They skilfully introduce feelings and emotions to children through games. For example, during a game, children ask 'Mr Wolf' how he is feeling. Staff acknowledge and help children to express how they feel. They reassure children that it is okay to feel sad or upset.
- Children with special educational needs and/or disabilities (SEND) are fully supported to access the curriculum. Staff are actively involved in working with other professionals to develop learning plans and support smooth transitions to school.
- A small number of newer staff have less understanding of why children have been invited to complete an activity and what they intend children to learn from it. They supervise or occasionally do too much to help the children. This sometimes results in children's choice and creativity being restricted.
- Staff deployment does not always support the children's learning and play. At times, the demands from children who need extra support mean that other children do not always have the access to staff who they want. This is especially relevant if staff have to leave the room to take children to the toilet.
- Since the last inspection, staff and the manager have worked hard to improve their knowledge and understanding of safeguarding policies and procedures. They now have very secure procedures that are understood and used effectively by all staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff fully understand their role and responsibility to keep children safe from harm. They can describe the signs and symptoms of abuse and know who the designated lead practitioners for safeguarding are in the setting. Staff act promptly when they have a concern about a child and they are fully involved in any meetings about families with the local authority children's social care team. The nursery is on a school site and is safe and secure. Staff complete daily safety checks and continuously assess the environment for risks. They remove any hazards as soon as they are identified.

## **What does the setting need to do to improve?**

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

- develop less-experienced staff's knowledge of how to recognise the intent of the curriculum so that activities and experiences are more relevant to all children's learning
- revise staff deployment so that children have access to staff support and guidance at all times.

## Setting details

<b>Unique reference number</b>	EY302318
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10149757
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Wallis, Jane Marie
<b>Registered person unique reference number</b>	RP511444
<b>Telephone number</b>	01298 26 660
<b>Date of previous inspection</b>	3 March 2020

## Information about this early years setting

Buxton Nursery registered in 2005 and is privately owned. It is located in Buxton, Derbyshire. The nursery opens from Monday to Friday all year round, except for bank holidays and the Christmas period. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with SEND. The nursery employs 19 members of childcare staff. Of these, 13 hold early years qualifications at level 3 or above. This includes one member of staff who has qualified teacher status.

## Information about this inspection

### Inspector

Joanne Smith

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the nursery.
- The inspector carried out a learning walk with the manager to find out about the curriculum in the setting, and held a short meeting with the manager to discuss safeguarding procedures, staff recruitment and nursery development.
- At appropriate times during the inspection, the inspector spoke to staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector reviewed documentation relating to the suitability and qualifications of staff working in the nursery, including the number of staff with a current first-aid qualification.

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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