

# Inspection of Burnholme Day Nursery

Mossdale Avenue, York YO31 0HA

---

Inspection date: 26 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children and babies are happy and relaxed in the cheerful environment. They develop warm relationships with staff. Together, they talk about children's family photos that are displayed in rooms, which supports children to feel secure. Children learn about safety at the nursery. For example, staff teach them how to safely use equipment such as scissors. All children learn to behave well. Staff have high expectations of their behaviour and model respect to each other. Children learn to understand that an activity is about to change. Staff give children notice and time to think before stopping the activity. Children learn to share toys with the help of the sensitive adults and clear teaching.

Parents no longer enter the nursery due to the COVID-19 (coronavirus) pandemic. In light of this, children's daily activities and ideas to support home learning are shared with parents through the internet. Parents comment positively about the information they receive. Staff have made changes to the layout inside the nursery due to the pandemic. This enables groups of children to play in designated areas. The manager understands what she wants the children to learn and experience at the nursery. She has a clear view of how children's learning develops over time as they progress through the nursery.

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

- Caring staff support babies to babble and make sounds by repeating words, naming toys and talking about what they are doing. Young children talk while looking through photo books and say to staff, 'Guess what I was doing there?' Children enjoy stories. They snuggle up with staff and listen to their favourite book being read. They learn about story characters as they play with puppets and story props. Children retell parts of stories they remember as they play. Older children develop their speech well. Adults encourage them to join in with conversations about their favourite animals. Staff show genuine interest in children's ideas. This helps children to maintain concentration and develop their speaking skills further.
- Children develop physical skills through a range of stimulating experiences. Babies develop muscle control and coordination as they fill and empty containers when they happily splash in water. Older children develop their small-muscle skills as they draw pictures. They learn how to separate their fingers to hold scissors and receive help from staff to snip paper.
- Children of all ages take turns to use the outdoor area. Children develop their large-muscle skills as they run and play physically outside. Staff have developed some good opportunities for older children to learn in different areas of the curriculum. For example, when growing and caring for plants, older children learn to water plants and write labels. However, when it is their turn outside,

some other children are not always able to quickly focus and concentrate. They are not always given opportunities outside to learn across different areas of the curriculum.

- Children enjoy nourishing meals and snacks with their friends and staff. The manager and cook ensure that children receive a healthy, balanced diet that does not contain too much sugar. Children develop independence skills with the help of staff. For example, children pour their own drinks, select their own cutlery and have a go at cutting up their food.
- Staff gather useful information from parents when children start to attend the nursery. Staff use this information, their own observations and children's interests to plan activities. However, at times, planned activities focus too heavily on children's interests, and opportunities are missed to challenge children's learning. The manager does not regularly monitor staff delivering activities. Professional development for staff is not consistently focused enough to develop staff's skills and improve the quality of education further.
- The nursery's work for children with special educational needs and/or disabilities (SEND) is a strength. Children with SEND make good progress towards their individual targets. Additional funding is used effectively to ensure that children receive highly personalised learning. Staff work well with parents, external specialists and schools. This ensures that children with SEND learn extremely well at the nursery and are supported as they move on to school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff regularly check toys and the environment to ensure that they are safe, and they understand their duties to safeguard children. They identify signs that would give them cause for concern about children's welfare. They know how to make child protection referrals. The manager is proactive in working with safeguarding partners to ensure that children are protected from harm. New staff are supported to understand how to keep children safe through a comprehensive induction process. The manager ensures that staff continue to be suitable to work with children through regular supervision and checks. The chairperson ensures that committee members have completed suitability checks in order to carry out their roles.

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

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

- develop further opportunities to support all children's learning outdoors across the areas of the curriculum
- monitor how staff deliver activities and use this information to enhance the teaching of the curriculum and further improve the quality of education.

## Setting details

<b>Unique reference number</b>	EY560966
<b>Local authority</b>	York
<b>Inspection number</b>	10194141
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Burnholme Community Nursery Committee
<b>Registered person unique reference number</b>	RP904566
<b>Telephone number</b>	01904 551702
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Burnholme Day Nursery registered in 2018 and is a committee-led nursery in York. The nursery employs 12 members of staff. Of these, two are support staff (accounts and cleaning) and 10 work with children. Of the 10 members of staff who work with children, nine hold appropriate early years qualifications at level 3 or above, including four who hold qualifications at level 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. Funded early education is provided for two-, three- and four-year-old children. The nursery supports children with SEND.

## Information about this inspection

**Inspector**  
Ruth Mason

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The manager and the inspector had a learning walk together.
- The manager carried out a joint observation of an activity with the inspector.
- The inspector observed staff delivering activities and the nursery's routines and assessed the impact on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to the manager, staff and children.
- The inspector looked at a range of relevant documentation and discussed this with the manager.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021