

# Inspection of Baslow Edge Nursery

Cliff College, Calver, Hope Valley, Derbyshire S32 3XG

---

Inspection date: 3 November 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 arrive happily at the setting, separating from their parents with confidence. They quickly settle into their chosen activity. Children have developed good friendships with each other. They behave well, with any minor incidents being dealt with quickly. Children learn to concentrate and develop their creative skills. They build a boat from small construction bricks and build a man that has claws on his hand. Children excitedly show off their achievement to staff and visitors while explaining that the claws can pick rubbish out of the sea. Older children are resourceful and make a pretend bonfire from mud and leaves. Their social skills are developing as they decide together how it should be built and negotiate whose turn it is to use the shovel.

Children embrace the many opportunities they have to be physically active. They are agile and confident as they run freely around the field and climb the gate, and laugh with excitement as they race with staff. Children and staff work as a group to bounce beanbags on the parachute. They take turns to crawl underneath it and giggle as the parachute is bounced up and down on them. Children enjoy bending and stretching in yoga sessions. This leads to new learning as children talk with staff about how exercise makes their bodies fit and healthy.

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

- Children enjoy learning about keeping safe and listen carefully when staff explain how to safely cross the road. They show that they remember what to do on their return to the setting from outdoor play. Children confidently state that they must 'stop, look and listen' and then demonstrate this to staff.
- Staff support children's independence skills well. They provide plenty of opportunities for children to develop the skills they need to move on to their next stage of learning. Children take coats off themselves and know where to put toys when they tidy away. They pour their own drinks, serve themselves food and clear away their plates and cutlery when they have finished eating.
- Staff interact with children to extend their learning further by giving them opportunities to experiment. For example, when a child asks what the colours green and blue make when mixed together, staff suggest an activity so the child can find out for themselves. This is effective as children are able to test out their ideas.
- Newer and less confident staff members' practice and knowledge are not yet fully embedded. Leaders are developing a robust induction programme and feedback process for staff to improve this.
- Staff provide appropriate opportunities to develop children's early mathematical skills. Children correctly identify the number on a spinner, and then carefully count out the matching number of spots on a picture of a dog. They 'win' bones

and work together to compare who has the most. Children are supported by staff, who encourage them to share their answers and acknowledge them for trying. This supports children's self-esteem and confidence.

- Parents comment positively about their children's experiences at the setting. They are happy that their children have opportunities they do not get at home, such as daily access to fields and woods. Parents report that their children are more confident and are developing independence skills and making friends.
- Staff are not always deployed effectively. This means, at times, staff cannot fully engage children during some activities, such as outdoor play. Therefore, there are missed opportunities to ensure all children make the best possible progress in their learning and development.
- The management team is reflective, and continually monitors and evaluates the effectiveness of the setting. Managers provide a curriculum which considers children's individual needs. Children can access varied and interesting activities which build on their interests and what they already know and can do. Staff let children take the lead in their learning, and they plan activities that help children achieve their next steps.

## Safeguarding

The arrangements for safeguarding are effective.

Security within the setting is good. Staff lock the entrance and gate to ensure unauthorised persons are not able to enter the premises. The management team carries out risk assessments to ensure that risks to children are minimised. For example, staff ensure all outdoor play areas are checked and safe before children access them. Leaders undertake the necessary checks to ensure that staff are suitable to work with children. Staff have good knowledge of the signs and indicators of abuse and they know how to report any safeguarding concerns.

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

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

- review the deployment of staff to ensure their interaction and engagement with children supports children's learning consistently
- support staff to develop and embed their knowledge on how to build further on what children already know and can do.

## Setting details

<b>Unique reference number</b>	EY560551
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10191424
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Baslow Edge Nursery Ltd
<b>Registered person unique reference number</b>	RP560550
<b>Telephone number</b>	07568604295
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Baslow Edge Nursery registered in 2018 and is situated in Calver, Derbyshire. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds level 6, and one holds level 7 and has Qualified Teacher Status. The nursery opens from Monday to Friday during term time only. Sessions are from 8.30 am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susan Hyatt

## 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 nursery managers and has taken that into account in her evaluation of the nursery.
- The managers and the inspector completed a learning walk together of all areas of the nursery and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out two joint observations with the nursery manager.
- The inspector held a meeting with both nursery managers. She reviewed relevant documentation and evidence of suitability of staff working in the nursery.
- Feedback from parents was gathered through discussions. The inspector 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.

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