

Inspection of Buckshaw Village Nursery

Unity Place, Buckshaw Village, Chorley, Lancashire PR7 7HZ

Inspection date: 26 January 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The devoted leaders and staff place children at the very heart of everything they do. Special video messages sent to children by their key persons during the COVID-19 lockdown have helped them to settle back into nursery life easily. Staff value each and every child. They teach children that 'hopes and dreams are within easy reach if only we believe'. This inspires children to share their aspirations for the future, including what they wish to be when they grow up. Children are extremely happy and relaxed. They enjoy every minute of their time in this inclusive, calm and appealing nursery.

Leaders and staff ignite children's natural curiosity through a world of 'awe and wonder'. Children are highly motivated individuals, who immerse themselves in their play and learning. Babies demonstrate increasing independence, when using a fork to eat their lunch. They show an understanding of how to keep themselves safe, such as when blowing on food before placing this into their mouths. Younger children are confident to join in with repeated refrains from stories that they enjoy. They engage in meaningful conversations, such as when acting out a dinosaur scene and take turns without prompting. Older children remember what they have already learned about colours and rightly express that 'red and blue makes purple'. When making a gingerbread man with dough, they respond well to questions from staff. For example, they share their excellent knowledge of what types of clothing to wear when it is cold. Children with special educational needs and/or disabilities (SEND) show a great deal of care and consideration for others. For instance, during role-play they brush their friends hair very gently so that it does not pull. Children attending the out-of-school club vote fairly for their favourite activities. They use tools such as scissors competently.

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

- Staff engage in high-quality interactions with children. They shape children's learning experiences superbly, to help them to make the very best rates of progress. Babies squeal with delight when they see staff bringing out favourite games, such as 'what's in the box'. They demonstrate increasing confidence to repeat new words and sing words to familiar songs, sometimes independently and aloud for all to hear. Babies maintain high levels of involvement in their play and learning and concentrate for lengthy periods given their ages.
- Leaders invest in staff through purposeful supervision sessions and valuable teaching observations. They prioritise staff's well-being and organise events, such as well-being nature walks, to promote team building and a positive mind. Staff's excellent practice is highly valued and recognised through meaningful rewards, such as the 'employee of the month'. This contributes towards the increased positive energy and enthusiasm across the staff team.

- Since the onset of the pandemic, staff have placed a sharp emphasis on supporting children to manage their feelings and emotions. The introduction of a new mindfulness programme is helping to promote a sense of calm across the nursery. Children thoroughly enjoy taking part in aspects of the programme, such as peer massage. This is contributing towards children's increased self-control, confidence and ability to form exceptional relationships with others.
- Leaders and staff understand the geographical context of the nursery and the children and families that attend. They provide a rich set of experiences, to help to broaden children's life skills. For example, older children, including those receiving the early years pupil premium funding, enjoy their weekly swimming sessions. They express their sheer delight when splashing their feet in the water and demonstrate the ability to get into the water safely. Children listen to instructions and follow these accurately. They actively display their advancing physical skills, when swimming from one side of the pool to the other.
- The innovative staff engage children in meaningful tasks to teach them about global factors, such as climate change. For instance, children actively recycle different materials and take part in community projects, such as litter picking. This is empowering children to make a difference and supporting them to adopt higher levels of respect, care and consideration for the world around them.
- Support for children with SEND is outstanding. Staff go over and above to secure timely interventions and target support for individual children at the earliest opportunity. This is contributing to the rapid and substantial progress that all children are making over short periods of time.
- Partnerships with parents are superb. Through quality research, staff recognise that the range of vocabulary that children acquire early on has a lasting impression on their future success. They have set up a lending library and share beneficial language materials with parents, to help to extend the breadth of children's vocabulary at home. This is highly successful in narrowing any gaps in children's achievements and prepares all children well for their ongoing success in school. Parents speak very highly of staff. They report that 'staff go over and above what is expected' and express that 'staff know their children inside out'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a culture of vigilance across the nursery. They ensure that all staff undergo extensive safeguarding training. All staff have a comprehensive understanding of the procedures to follow to protect children's welfare. Leaders and staff place children's safety at the forefront of their minds. They complete recognised accreditation schemes, to help parents to feel assured that their 'children are in the very best hands'. Staff carefully observe children during mealtime routines. They carry out intense tests on equipment and resources, to prevent any risks of choking. Staff are highly responsive to children's needs. They source advanced training, to ensure that they provide the highest levels of support to children with more complex health needs.

Setting details

Unique reference number	EY428068
Local authority	Lancashire
Inspection number	10129208
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 at time of inspection	0 to 10
Total number of places	111
Number of children on roll	165
Name of registered person	Buckshaw Village Nursery Limited
Registered person unique reference number	RP905196
Telephone number	01772456108
Date of previous inspection	4 May 2016

Information about this early years setting

Buckshaw Village Nursery was registered in 2011. The nursery and out-of-school club employ 29 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 3, 4, 5 and 6, including one member of staff who holds qualified teacher status, one member of staff who holds early years teacher status and one member of staff who holds early years professional status. The nursery operates Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The out-of-school club operates Monday to Friday, from 7.30am until 8.50am and from 3.15pm until 6pm, during term time and Monday to Friday, from 7.45am until 5.45pm, during most school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Bowe

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders led the inspector on a learning walk to show how the nursery is organised and to share information about their intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the early years teacher.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the leaders of the nursery to discuss aspects of leadership and management.
- A sample of documents were viewed by the inspector. These included, evidence of the suitability of staff, a record of staff qualifications and training and a sample of policies and procedures.
- The inspector took account of the feedback from parents and other professionals associated with the nursery.

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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