

# Inspection of Greenview Nursery

Greenfield Community Centre, Green Lane, BLACKBURN BB2 4SR

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Inspection date: 7 February 2022

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children flourish at this warm and welcoming nursery. They are excited and eager to learn. Every single member of staff knows exactly what children need to support their best possible progress. They carefully consider how they can build on what children already know and make learning exciting for them. For example, children are eager to find out which animal left footprints in the sand at nursery. They use their imaginations and test out their ideas as they investigate the mystery.

The curriculum is successfully implemented with a focus on communication and language. The staff know the children extremely well. Children's interests are at the heart of activities provided for them. Babies are learning about animals. A large jungle has been built to support babies with their vocabulary as well as encouraging them to pull themselves up and take steps. Older children benefit from a well-thought-out environment. They are learning about space. Children recall what they have learned through independent play. For example, they build rockets and use the words 'whoosh' and 'blast off'. Pre-school children are supported in their development in preparation for transitioning to school. For example, they talk enthusiastically about carrying out health and safety checks each day and are proud of their completed check lists. This responsibility develops their understanding of the world, communication, language and literacy.

The staff have worked extremely hard to ensure that the impact of the pandemic is kept to a minimum. There is a focus on social and emotional development, particularly for children returning to the nursery. For example, a bespoke passport has been devised for all children that follows them through the nursery. Parents complete the passport at regular periods throughout their learning journey. Staff use information from parents when planning for the child's next stage in development. This has been particularly helpful during the pandemic for children settling into the nursery. Parents have been able to 'check in' with staff regularly and communicate their child's needs. Staff also share information with parents, for example how children are progressing and settling into nursery.

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

- Members of the management team are inspirational. They have clear aspirations for the children and high expectations of the staff team. They ensure all staff have the skills and knowledge to always meet the needs of every child. A bespoke training programme is in place to ensure staff receive the training and mentoring each of them need. For example, they swiftly create training modules to support staff who are moving to work in the baby room. This ensures they are fully prepared for their roles and responsibilities when caring for babies.
- All staff, including the newest and most inexperienced practitioners, are quickly

given the opportunity to observe the practice of their colleagues, including leaders and managers. This excellent practice means staff learn from one another and develop their skills to the highest standard. It also allows managers to evaluate the knowledge and understanding of the whole staff team and identify how to support them further. Consequently, teaching is exemplary and all children, including those with special educational needs and/or disabilities and those in receipt of additional funding, are making the best possible progress.

- Children's behaviour is exceptional. They follow the respectful behaviour meticulously modelled by the manager and staff. For example, children say 'excuse me' when trying to move past someone and patiently wait for their turn using resources. They take great care when using resources and do so appropriately. Children display excellent manners during play and also at lunchtime.
- The manager and the staff team encourage children to be healthy. For example, children vote for their favourite fruit for snack time. Water is offered throughout the day for children aged two years and over to independently access. Menus are healthy, nutritious and well balanced. Independence is encouraged through personal care and hygiene practices. Children understand the importance of washing their hands and are familiar with self-care routines.
- Parents say that they are well informed of their child's development. They feel the communication from the staff is excellent. Throughout the pandemic, they were impressed with the support the nursery gave them. The staff made telephone calls a priority to keep in touch with families throughout the pandemic, and still do this for new children who are settling in. The manager made up activity bags to support families, and themes included toilet training, transition to school and dental hygiene. Parents praise these bags and talk about the positive impact they had for their children. Parents feel that the staff communicate well through newsletters and the nursery app.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and the staff team understand their role in safeguarding children. Staff can confidently identify the signs and symptoms of abuse. They are clear about the procedures to follow if they have concerns about the welfare of a child. Regular staff meetings address safeguarding and build on staff knowledge, highlighting current legislation. Managers provide opportunities for staff to reflect on policies and procedures. Staff have a broad knowledge of safeguarding issues, for example radicalisation, online safety and female genital mutilation. They understand how to report concerns. The manager ensures that staff are suitable and safe to work with children by carrying out the necessary checks.

## Setting details

<b>Unique reference number</b>	EY478195
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10129225
<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 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	The Poppins Family Ltd
<b>Registered person unique reference number</b>	RP533739
<b>Telephone number</b>	01254 201027
<b>Date of previous inspection</b>	4 July 2016

## Information about this early years setting

Greenview Nursery registered in 2014 and is situated in Blackburn. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications from level 2 to level 6, one holds early years professional status and one holds early years teacher status. The nursery opens from Monday to Friday all year round, apart from one week at Christmas and on bank holidays. Sessions are from 7.45am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kate Martin

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- Discussions were held between the inspector and parents and carers. The inspector also viewed written feedback provided by parents and carers prior to inspection. She took account of all views
- The inspector observed the quality of education, including a joint observation with the manager, and the impact this has on children's learning.
- The manager and the inspector completed a learning walk together and discussed what activities are on offer for children.

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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