

# Inspection of Vale Street Nursery

Beech Industrial Estate, Vale Street, Bacup, Lancashire OL13 9EL

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Inspection date: 22 March 2022

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<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 truly benefit from attending this warm, welcoming and nurturing nursery. Children clearly feel safe, settled and very secure. They are happy and confident and are developing trusting relationships with staff and their peers. Children are engaged in their chosen activities and show a very positive attitude to learning. They separate from their parents and carers with ease, despite the revised drop-off and collection arrangements due to the COVID-19 pandemic. Children arrive eager to start their day and excitedly join their friends in play.

Babies and young children who are new to the nursery settle well. Their care needs are very carefully considered and matched to their routines at home. Older children spoke confidently to the inspector and were keen to share the many aspects that they enjoy. For example, pre-school children told the inspector about the wormery that they have and Tony the turtle, which they help to look after.

Staff recognise the impact of the pandemic and have focused recent teaching on supporting children's personal, social and emotional development. This has greatly supported children to develop their confidence in social situations. Furthermore, children have developed their sharing and turn-taking skills as they engage with others.

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

- Staff are very passionate about their role and clearly love working with children. They know the children's individual needs in detail. All children make good progress, including those with special educational needs and/or disabilities. However, some staff working in the baby room are not consistently clear about the overarching curriculum. They do not always have the robust knowledge and understanding to enable them to build sequentially on children's learning.
- Children who are in receipt of additional funding are supported well. Funding is used effectively and reflects children's individual needs. As a result, children are developing the skills they need in readiness for the next stage in their learning.
- Children are becoming confident and skilful communicators. Babies babble happily as they play and staff respond successfully to continue the interactions. Those working with toddlers use labelling and repetition to reinforce young children's understanding. Staff working with older children provide narration during activities. This helps to provide meaning to what children are doing and ensures that they hear a wide variety of vocabulary. However, occasionally, staff do not model the correct pronunciation of words. For example, they use words such as 'peggies' when talking about children's teeth and 'handies' when reminding children to wash their hands.
- Overall, staff manage children's behaviour well. Staff are very vigilant and

supervise children continuously. In the pre-school room, positive reinforcements are used which help children to understand what is expected of them. For example, children have special jars of pebbles that are awarded to them for good behaviour such as being kind or helpful. Furthermore, staff offer clear explanations, for example the need for children to wear their slippers in case the fire alarm goes off. However, staff working with younger children do not always explain to children why some behaviours are not wanted. They do routinely explain the possible consequences to further develop children's understanding of right and wrong.

- Children have many opportunities to develop their self-care and independence skills. Young children impressively serve themselves at mealtimes. Older children skilfully pour their own drinks and help to tidy away their plates and cutlery. Children follow stringent hygiene procedures and know to wash their hands carefully after using the toilet or blowing their nose.
- Partnerships with parents are strong. Parents are very complimentary about the nursery and the staff. They describe the wealth of information that staff share and how staff provide very 'personal' support. Parents are delighted with the progress that their children are making.
- There is a very cohesive approach and a strong team ethos across the nursery. Staff are led by highly qualified, passionate and extremely dedicated leaders who are continually striving to ensure that children have the best possible life experiences. Professional development opportunities are abundant and this has an extremely positive impact on outcomes for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of vigilance across the setting. Staff fully understand their role in protecting children from harm. Leaders ensure that all staff complete regular training and confirm their understanding through discussion and questioning. Staff confidently describe the action they would take if they had concerns about a child's welfare. They also fully understand the procedures to follow to report issues regarding a colleague's practice or conduct. Robust recruitment arrangements ensure that staff are suitable to carry out their roles. Staff deploy themselves effectively and supervise children well.

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

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

- support those staff working with babies to fully understand the overarching curriculum intent so that they can consistently build sequentially on children's learning and promote excellent progress
- ensure staff always model the correct pronunciation of words to strengthen

children's emerging language and communication skills

- help children to understand why some behaviours are not wanted and the possible consequences to further aid their understanding.

## Setting details

<b>Unique reference number</b>	2526421
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10208307
<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>	69
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Howarth, Kate Louise
<b>Registered person unique reference number</b>	RP547288
<b>Telephone number</b>	07583685694
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Vale Street Nursery registered in 2019. The nursery opens from 7.30am until 6pm, Monday to Friday, for 51 weeks of the year. The nursery employs 14 staff to work with children. The provider holds qualified teacher status and the manager holds a qualification at level 5. Eight staff hold a level 3 qualification. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Cox

## 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 her evaluation of the provider.
- Discussions were held with parents, the provider, the manager and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The provider and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents including evidence of the suitability of staff, qualifications, first-aid certificates, and policies and procedures.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

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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