

# Inspection of The Parish Nursery

Lower Lane, Haslingden, Rossendale, Lancashire BB4 5RA

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Inspection date: 22 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children are happy and settled at the homely nursery. They enter full of confidence and motivation to learn. Children behave positively. They have a good understanding of the rules and boundaries and follow instructions well. Children have learned to share, take turns and be polite to their friends. They are developing good social skills and learning about fundamental British values.

Children have good communication skills. Babies giggle as they learn new phrases, such as 'I-spy' when using the binoculars. Staff introduce words such as 'crunchy', 'spiky' and 'hard', which helps children to learn to describe different textures. Staff have high expectations of what children can achieve. Older children benefit from targeted speech and language intervention groups to improve their speaking skills further. This helps to ensure that all children make good progress in their learning.

Children have developed strong bonds with the kind, nurturing staff. Interactions are sensitive and of high quality. Staff are very responsive to children's individual needs. For instance, they stay close by to new children to offer support and reassurance when necessary. This helps children to feel safe and secure and supports their emotional well-being.

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

- The manager and her staff get to know children very well. They have a secure understanding of child development and the different ways that children learn. However, staff do not always use what they know about children to plan and implement activities that focus on what they need to learn next. This means some activities do not fully challenge children and build on their prior knowledge.
- Children with special educational needs and/or disabilities are supported well. Robust systems for monitoring children's development help staff to identify any gaps in learning quickly. The special educational needs coordinator is swift with her approach to early intervention. She ensures that children who may be at risk of falling behind receive support from outside professionals in a timely manner. This helps to ensure that children are prepared for the next stage in their learning.
- Children's literacy skills are well promoted. Staff introduce a book of the week and focus on children's understanding of new words from the story, such as 'twinkling', 'terrible' and 'raised'. This widens children's vocabulary and contributes to their good speaking skills. Staff skilfully adapt story time to meet the needs of individual children. For instance, they use interactive books and props to increase children's concentration span and ensure they are engaged. This helps children to remain interested and promotes a love of learning.

- Older children are becoming increasingly independent. They help to set the table for lunch, put on their own shoes and coats and tend to their own personal care needs. Staff who work with older children teach them about the importance of good hygiene practices, such as handwashing and toothbrushing. However, staff in the baby room do not consistently follow good hygiene practices themselves. For instance, they do not always wash their own hands after wiping children's noses. This does not help to reduce the potential spread of infection and hinders children's good health.
- Staff have regular supervisions with the manager and receive some feedback on their practice. They access a wealth of training opportunities to help them in their role. However, the feedback staff receive is broad and does not focus sharply on how to improve their knowledge and skills further. Consequently, there are some minor weaknesses in the quality of education. For instance, not all staff implement the curriculum intent effectively. This means some activities lack focus and do not extend children's learning even further.
- Partnerships with parents and other professionals are strong. Parents are incredibly happy. They receive ongoing feedback about their children's development and their day at nursery. Parents praise the staff and appreciate the levels of communication. They have a good understanding of how they can extend children's learning at home. This ensures continuity of care and learning for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and her staff have a good understanding of their roles and responsibilities to protect children from harm. They can identify the signs and symptoms of abuse and know the procedures for referring concerns about a child's welfare. Staff are clear about the procedures for referring concerns beyond the manager if necessary. They are alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours. The manager follows the correct safe recruitment procedures to ensure all staff are suitable to work with children.

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

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

- support staff to consider children's next steps more carefully when planning and implementing activities
- support staff in the baby room to follow good hygiene practices consistently, such as handwashing, and teach children why this is important
- strengthen the feedback staff receive to raise the quality of education to the highest level.

## Setting details

<b>Unique reference number</b>	EY285103
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10109704
<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 10
<b>Total number of places</b>	52
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Clough, Deborah Ann
<b>Registered person unique reference number</b>	RP906701
<b>Telephone number</b>	01706 222788
<b>Date of previous inspection</b>	21 February 2014

## Information about this early years setting

The Parish Nursery registered in 2004. The nursery employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kayte Farrell

## 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.
- The manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors and evaluated the impact on children's learning.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- A leadership and management meeting was held with the manager. Documentation relating to the suitability of people working with children was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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