

Inspection of School House Nursery

Meins Road, BLACKBURN BB2 6QQ

Inspection date: 28 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children experience the world around them right from the start. Babies enjoy daily outings into local natural environments and older children spend time in the nursery's outdoor area. This helps children enhance their senses and helps them develop physical skills in the fresh air. Children are safe and happy in the nursery. They explore with confidence and have secure relationships with staff. Babies giggle and sing songs with their friends as they wait for their lunch to be served. Children follow routines with ease. Those children who struggle to regulate their emotions are well supported to understand simple instructions. Staff help children acknowledge their feelings and learn skills such as turn-taking. Children know to wait for the egg timer to buzz before using a toy they request from their friend. As a result, the environment is safe and calm for children to thrive in. Furthermore, children learn to respect and value their peers.

Since the COVID-19 pandemic began, leaders have noticed some social interaction delays in children, especially those born in lockdown periods. To address this, staff help children take part in small group activities, where children have the opportunity to mix with others. Consistent communication with families during times of nursery closure has helped children those who already attend continue to make progress.

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

- The manager has started to work more closely with staff to ensure their professional training is up to date and their skills are improving. However, there are some aspects of practice that have not been identified as areas for development, such as adapting teaching to suit all children's needs during group activities. Additionally, some staff do not consistently know that managers expect them to remove dummies from children's mouths, in order for them to get the most out of their language development. This being said, children's needs are met, and children engage well during their play. They continue to make good progress.
- Leaders and staff have well-established relationships with families. Parents are happy with the activities their children take part in and know what they have enjoyed each day. However, parents are not consistently aware of ways to continue their children's learning at home, in order to help children make even better progress. This said, parent's views are always valued, and the manager has embedded new ways to check their participation with the nursery to help improve a two-way flow of communication.
- Children are given lots of opportunities to develop a range of skills outside the expected early years curriculum. They enjoy weekly swimming lessons and take trips to the setting's sister nursery. This helps them experience their community,

learn how to use the bus and integrate with a range of other people. Children are beginning to understand aspects of life in modern Britain.

- Staff support children's learning well through a carefully planned curriculum. They use themes to spark children's thinking and enable them to build on what children know and can do. For example, during the autumn theme, children and babies collect leaves that fall from the trees. Babies enjoy the sensory aspects and older children use these leaves to make pictures. Furthermore, staff skilfully model new words for children, such as 'crunchy' and 'crinkle', to help enhance their vocabulary.
- Children regularly count during play with staff and explore shapes in their environment. When making dough, staff help children understand the concept of size and quantity. Children count spoonfuls of flour. Their mathematics skills are well supported from an early age.
- All children's next steps in learning and interests are considered when preparing activities to help them engage. Those children with special educational needs and/or disabilities (SEND) are closely monitored and supported by staff within the setting and by external professionals. Staff know how to adapt activities and experiences to engage these children. Additionally, they continue agreed strategies that help these children remain integrated with the group and grow as individuals.
- Children are learning independence skills in preparation for their move to school. They are chosen to be 'helping hands' each day. Children help staff to choose and set up activities and take on roles, such as handing out plates and cups. They are proud of their achievements and show increasing self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a robust training programme in place in order to keep staff's safeguarding knowledge up to date and ever improving. Staff know how to recognise a wide range of child protection indicators and how to respond to them. They know who their designated safeguarding officer is and where to report further concerns to, within their local authority. Leaders ensure the setting is safe and secure on a daily basis and help staff understand and remove risks as they occur. Staff complete paediatric first-aid training and accidents are responded to effectively.

What does the setting need to do to improve?

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

- focus staff coaching more closely in order to help them consistently know how to meet all children's needs swiftly
- strengthen engagement with parents to help them understand their children's

next stages in learning so they can continue this at home.

Setting details

Unique reference number	EY265818
Local authority	Blackburn with Darwen
Inspection number	10234736
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	61
Number of children on roll	67
Name of registered person	Netstar 9 Ltd
Registered person unique reference number	RP521535
Telephone number	01254 689808
Date of previous inspection	1 November 2016

Information about this early years setting

School House Nursery registered in 2003. The nursery employs 20 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above, including two with level 6 qualifications. The nursery opens from 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 and also cares for children with SEND.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the intended early years curriculum.
- The special education needs coordinator spoke to the inspector about how the setting supports children with SEND.
- The inspector and the manager completed a joint observation in the toddler room.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to staff, and external professionals working with the setting, at appropriate times during the inspection.

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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