

Inspection of Burnley Private Day Nursery

Eldwick Street, Burnley, Lancashire BB10 3DU

Inspection date: 10 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children greet their peers and staff with smiles and hugs as they arrive in the nursery. They are happy and secure in their surroundings. Children choose their favourite toys and persevere with activities that interest them. For example, children spend time intricately painting a doll's fingernails and applying make-up to its face. They show good concentration skills and develop the muscles in their hands in preparation for early writing. Furthermore, children who like to learn outside enjoy making large marks on the outdoor painting wall. In the main, children are kind and caring towards each other. They comment on being 'best friends' and learn to value a wide range of unique differences they have. Children are independent from a young age and make choices in their learning. They take part in pre-school committee discussions and enjoy being chosen as the daily helper. This boosts their self-esteem.

Since the COVID-19 pandemic, leaders have worked hard to increase children's communication and social skills. Children explore books together, take part in creating and reviewing stories and sing songs regularly. These activities help their language to consistently improve. Any children who have delays in their development are fully supported within the setting and with the input from relevant professionals. As a result, children all make good progress.

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

- Leaders aspire to bring all children as many opportunities as possible. They work hard to increase children's experiences and help them build a range of skills in preparation for their future. Leaders have successfully used additional funding to enhance their outdoor area and to purchase resources in different languages. This especially helps children who are disadvantaged or who speak English as an additional language. As a result, all children thrive and feel included in the nursery.
- On the whole, leaders have clear support systems in place for staff. They ensure staff's well-being is paramount and offer them regular training to help improve some aspects of their knowledge. However, training is not always focused on priority areas for development. For instance, not all staff understand how to consistently implement effective behaviour management strategies for children. Consequently, some children's behaviour causes disruption to other children who are playing.
- Partnerships with parents are robust and effective. Leaders, staff and parents regularly discuss and contribute towards children's development in order for learning to continue between home and nursery. Leaders have created a board so that parents who do not speak English can take a photo and translate the information. All families' needs are identified and met with sensitivity. Positive

relationships are built and maintained.

- Leaders and staff sequence the curriculum for all children extremely well from the start. They know what children know and can do and what they are most interested in. Staff skilfully plan the next stages in children's learning and encourage them to solve problems. For example, children spend time pouring water, mixing leaves and scooping mud as they create potions outside. As a result, children engage well with the activities on offer.
- Children enjoy the snacks and meals they are provided with. They are supported to understand how to be healthy and learn where food comes from. At lunchtime, children touch and smell the uncooked ingredients and spices that have gone into their meal. They talk about the items, some of which they recognise from home. Children are consistently exposed to new learning experiences and gain further knowledge.
- Children explore stories in depth and 'bump into books' around all areas of the playroom. Staff help children to become immersed in the books they read. Additionally, children access the mobile library, and they take books home to read with their families. Literacy is well supported from a young age.

Safeguarding

The arrangements for safeguarding are effective.

Staff know where to report concerns about children's safety and welfare. They understand the signs and symptoms of child abuse and practice from other practitioners that would cause concern. Leaders have secure safeguarding procedures in place and know when to involve the local authority in child protection matters. Staff have up-to-date first-aid training and know how to treat children who have accidents. Parents know they have to complete a form if their child is injured at home, in line with the nursery policy.

What does the setting need to do to improve?

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

- focus professional development more precisely to help staff consistently implement effective behaviour management strategies.

Setting details

Unique reference number	EY293733
Local authority	Lancashire
Inspection number	10260388
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	76
Number of children on roll	94
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01282 427854
Date of previous inspection	12 December 2017

Information about this early years setting

Burnley Private Day Nursery registered in 2004 and is situated in Burnley. The nursery employs 18 members of childcare staff. Of these, 15 hold a level 3 early years qualification. The nursery opens Monday to Friday, all year round. Sessions are from 7.15am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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