

# Inspection of Burbage Preschool

Burbage Institute Buxton, Nursery Lane, Buxton SK17 6UL

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Inspection date: 17 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff warmly welcome families into the setting and help children to settle quickly. Staff in each area organise activities that immediately engage and interest children, so they enter with smiles on their faces, eager to start exploring. Staff have high expectations of all children, follow their interests and value their ideas and suggestions. For example, staff involve children in decision-making and ask them if they would like a story or to make music during group circle time. Children put up their hands to indicate their preference.

Children are fully encouraged to develop their independence skills. They learn to take care of their own needs, such as toileting, handwashing and blowing their nose. This helps children to develop skills they will need when they start school. Staff gently support younger children and skilfully involve them in daily routines. For example, staff in the baby room show children the food choices on offer at snack time. Staff model and repeat words clearly, saying, 'Would you like raspberry or strawberry?', and they point to the fruits as they say the words. Babies delight in making their own choices and picking out the fruits they want to try. Staff give children lots of praise and encouragement, which helps children to foster positive attitudes and develop their self-esteem. Children mirror this in their own play as they praise and clap the efforts of their friends.

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

- Children engage positively with their learning. Staff know children well and plan activities that are meaningful, interest them and help them to make progress. For example, staff build on children's excitement about Red Nose Day by providing a variety of activities. Children join in creative activities with enthusiasm, making paper plate faces and delighting in exploring paint, glue and glitter. They learn how to decorate cookies, using their physical skills to spread red icing sugar and carefully count out the number of sweets they need.
- Staff communicate well with parents and regularly share information about children's progress and development. Parents comment that their children are supported to build 'amazing relationships'. Parents value staff taking an interest in children's activities at home and praise the opportunities that staff provide for children to learn about nature during regular walks.
- Staff are well trained. They have a secure understanding of how to plan and deliver an effective curriculum that meets the needs of all children and supports their development. Staff organise indoor areas effectively to enable children to independently access a wide range of learning experiences. However, they do not always fully consider what activities or games are available outside to interest and engage children.
- Leaders and managers have built a strong and committed team. The staff share

their knowledge and expertise to enable all children to achieve and enjoy their learning experiences. Staff comment that they feel very well supported by managers and they are provided with regular opportunities to develop their skills through further training.

- Children communicate confidently and are developing a wide vocabulary through their interactions with staff and stimulating activities. For example, children are thrilled to meet a nurse who is invited into the setting to talk to children about her job. They are keen to ask questions and quickly start to use the new words they have learned. They have fun using words such as 'bandage', 'thermometer' and 'stethoscope' as they role play being nurses, doctors and patients.
- Children behave well and develop good manners and social skills. These skills are particularly well promoted at snack times and mealtimes. Staff interact effectively with children and are good role models, gently guiding children to make positive choices during their play. However, at times when pre-school children are transitioning from one activity to another, staff do not always respond quickly enough to support children in managing their own behaviour and to prevent noise levels from rising.
- Staff skilfully foster children's love of books and storytelling. They capture children's attention by making story time an enjoyable and interactive activity. Children listen intently and are eager to talk about the characters and predict what will happen next. Children extend this enjoyment throughout the day by selecting books to look at independently or to read with a friend.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a secure knowledge of the procedures to follow to protect children's welfare. Staff have a good understanding of child protection policies and procedures and a wide range of safeguarding concerns. Staff receive regular training to ensure their safeguarding knowledge is up to date. They use risk assessment effectively to ensure children's safety remains a high priority. The provider has robust recruitment procedures and completes ongoing checks to help ensure the suitability of staff. New staff receive a clear induction before they start, to enable them to fully understand their roles and responsibilities.

## **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 the organisation of some routines in pre-school so all children remain engaged and are guided to regulate their own behaviour
- extend the range of outdoor experiences to engage children's interest and further support their learning in all areas.

## Setting details

<b>Unique reference number</b>	EY471945
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10278432
<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>	50
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Mitchells Pre-Schools Limited
<b>Registered person unique reference number</b>	RP911453
<b>Telephone number</b>	07590 275 720
<b>Date of previous inspection</b>	27 September 2017

## Information about this early years setting

Burbage Preschool registered in 2013. The setting is located near Buxton, Derbyshire. The pre-school employs 20 members of childcare staff. Of these, one member of staff is a qualified teacher, two members of staff hold level 5 qualifications, eight staff hold level 3 qualifications and one member of staff holds a level 2 qualification. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kate Scheel

## Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children, to find out about their time at the pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation during two group activities with the deputy manager.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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