

Inspection of The Old Vicarage

32 Rutland Street, BLACKBURN BB2 1UY

Inspection date: 22 March 2023

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are engrossed in their learning. They have a very positive attitude towards their learning, and their behaviour is excellent. Children take pride in their work; they take time to practice their skills. For example, they focus their attention while mastering their pencil control. This helps to develop their confidence. Children are content. They respond positively to nurturing and warm interactions with staff. This helps children to feel safe and aspire to the high expectations that staff have of them. Children are captivated at story time as they delight in pretending to be a beautiful butterfly. They have the opportunity to develop their large-muscle movements to music. This enables them to develop the physical skills necessary to access nature in the outdoors. For example, children are able to safely take risks in their play as they balance on a bridge over a stream, while accessing a 'forest school' session. This enables children to develop a 'can-do' attitude.

Children enjoy doing things for themselves. For example, pre-school children take pride in setting out cutlery at lunchtime and serve themselves food at the table. This helps children to develop their independence. As a result, children are developing their self-esteem, which enables them to explore and find out more within their learning environment. Children are introduced to a wide range of language, which they use during their play. They listen well to staff who diligently interact to support and extend children's language. Children's emotional well-being is sensitively supported through ongoing communication between parents and staff. This helps to secure a foundation for learning both at the setting and at home. In addition, it has helped to counteract the impact of the COVID-19 pandemic on children's overall development.

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

- The manager seeks to develop an ambitious curriculum. She has plans to improve provision and practice for all children. However, the curriculum aims are not securely and consistently embedded across the staff team. Therefore, staff do not always have a firm and common understanding of the curriculum intent and what it means for their practice.
- The manager has developed robust arrangements to support staff's continued professional development. She has worked hard to successfully prioritise staff's well-being. As a result, staff feel well supported and valued. They are conscientious and reflective in their practice, and this helps to ensure that children's needs are consistently met.
- Staff skilfully plan to enable individual children to build on their learning. They successfully identify gaps in children's skills and knowledge and act to swiftly close them. As a result, children make steady progress in their learning.
- Story times are cherished by staff and children. Staff imaginatively use stories to

challenge and extend children's learning. For example, pre-school children recite sentences from 'The Gruffalo' with expression and excitement. They interact with creatively selected story props and use language to describe them, such as 'rough' and 'wet'. As a result, children are learning and using new words.

- Staff help children to tune into the sounds they can hear, especially those outdoors. Pre-school children have been learning the sound that represents the first letter in their name. They recognise their own and their friends' names when written down. As a result, children's early literacy skills are well supported, especially in readiness for starting school.
- Staff support children's mathematical development. Children count the number of cups that they need at lunchtime to make sure they have enough for everyone. They understand when they need one more. As a result, children are developing concepts relating to addition.
- Staff understand children's needs well and are committed to meeting them. This helps to develop nurturing relationships between children and staff, which supports children's personal development. As a result, children have a positive attitude towards their learning and seek to explore their learning environment.
- Staff work closely with parents of children who speak English as an additional language. They have developed strategies to ensure that these children are able to communicate their needs. Staff value and celebrate the diverse needs of the children who attend the setting. As a result, all children are included and develop a strong sense of belonging, which promotes their learning. This includes children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

During the inspection, it was identified that during the management of a historical incident, there was a breach to requirements regarding allegations management. However, the nominated individual has taken steps to learn from this, and there is no impact on children. She demonstrates a clear understanding of her responsibilities regarding oversight and ensures that safeguarding procedures are consistently adhered to by all staff. Staff know how to respond in a timely and appropriate way to potential safeguarding concerns. They are able to spot the potential signs of abuse and neglect. The manager has developed a culture that promotes vigilance, and staff are mindful of ensuring that the environment is safe and secure.

What does the setting need to do to improve?

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

- further embed the curriculum aims so that staff have a firm and common understanding, including what it means for their practice.

Setting details

Unique reference number	EY391908
Local authority	Blackburn with Darwen
Inspection number	10280777
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	89
Name of registered person	The Old Vicarage Nursery Limited
Registered person unique reference number	RP535191
Telephone number	01254677339
Date of previous inspection	15 August 2017

Information about this early years setting

The Old Vicarage Nursery was registered in 2009. The setting employs 15 members of childcare staff who all hold appropriate early years qualifications from levels 2 to 6. The setting opens from Monday to Friday, all year round, for 51 weeks of the year. Sessions are from 7.45am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children. The setting supports children who have special educational needs and/or disabilities as well as those who speak English as an additional language.

Information about this inspection

Inspector

Lyndsey Murray

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 inspector spoke with the owner about the leadership and management of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The manager spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Staff spoke to the inspector during the inspection.
- The manager provided the inspector with a sample of key documentation on request.

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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