

Inspection of Burnham Market Nursery School

The Nursery Room, Burnham Market Primary School, Friars Lane, Burnham Market,
Norfolk PE31 8JA

Inspection date: 25 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and secure at this welcoming nursery. They arrive confidently, leaving their parents with the support of friendly staff. Staff build positive relationships with children and anticipate their needs. For instance, if children are feeling unsettled, staff comfort them and ask for their help with 'important jobs', such as helping to care for the nursery's plants. Children have a positive attitude to learning and explore the wide range of resources and activities on offer. They often make up games with friends and chat happily to each other as they create drawings or play a camping game in the tent outside. Staff carefully annotate artwork with quotes of children's explanations of what they have made. They display children's work carefully, which helps to promote a sense of belonging and achievement.

Staff have high expectations for all children and support children with special educational needs and/or disabilities well. They encourage children to try doing things for themselves, such as putting on their outdoor clothes, pouring their own drinks and preparing their snack. Children are keen to try spreading soft cheese onto crackers. They concentrate as they practise using their hand muscles to grip and control the knife successfully. Staff engage children in conversation during social snack and mealtimes. They demonstrate genuine interest as they talk to children about their favourite foods and recent events they have taken part in.

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

- The manager and deputy work closely with the committee to organise a busy programme of fundraising and community events. They use the money raised to fund improvements in the nursery, such as the recent development of the garden and purchase of new equipment. The manager identifies potential improvements through meetings with staff, observations of children's learning and ideas from training.
- Staff understand how young children learn and develop. They carefully consider children's unique learning journeys and interests when planning activities across their broad curriculum. Staff know the children well and understand how to build on what children already know and can do effectively. Children make good progress from their starting points.
- Children relish lots of opportunities to be physically active. They make obstacle courses from milk crates, practise pedalling ride-on tractors and show an interest in planting seeds. Children practise social skills, such as turn-taking. For instance, they play a game with balls of different sizes and shapes and take turns trying to throw them into a basketball hoop.
- Parents appreciate the regular digital updates and photos staff provide. They note how the 'caring and nurturing' staff work to support a gentle settling-in

process and how happy their children are to attend. Parents comment how much their children enjoy 'plenty of time in the well-equipped garden' as well as art activities, songs and stories. However, parents are not always sure how they can support their children's learning at home to promote continuity and progress in their learning.

- The management team has developed strong links with the on-site school. It makes good use of opportunities to visit, which helps children to feel familiar in the environment when they move on to school. The manager has also made links with other nearby settings. She finds these to be a useful source of professional support, to share ideas and host joint training events. Staff access training and support through regular supervision meetings.
- Staff support children to develop early writing skills. They encourage them to explore different materials and tools, such as whiteboard pens and paintbrushes to make marks. Staff help children to understand that marks, such as letters and numbers, have meaning. Older children start to write their own names and proudly show staff their efforts.
- Children have lots of resources available to them, indoors and outdoors. Staff support children's learning as they play. However, sometimes, children's learning can be hindered by the organisation of the learning environment. For instance, there are large volumes of equipment or toys, which leaves children with little space to play. This can make it hard for children to fully explore resources, develop curiosity and become deeply engaged.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their duty to help keep children safe. They access regular safeguarding training. Staff know the signs that may indicate a child is at risk of harm. They understand the recording, reporting and referral processes, including those regarding the conduct of an adult who works with children. The manager proactively engages with external professionals. She acts with integrity and perseveres to ensure that children's needs are met. When appointing new staff or committee members, the manager and deputy follow thorough recruitment processes to assure themselves that new recruits are suitable.

What does the setting need to do to improve?

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

- build on the already good partnerships with parents to strengthen and extend arrangements to support children's next steps and learning at home
- enhance the organisation of resources and equipment to promote children's access and engagement with a full range of stimulating, challenging resources and activities.

Setting details

Unique reference number	253970
Local authority	Norfolk
Inspection number	10279749
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	2 to 4
Total number of places	20
Number of children on roll	16
Name of registered person	Burnham Market Nursery School Committee
Registered person unique reference number	RP517359
Telephone number	07985 905 178
Date of previous inspection	13 September 2017

Information about this early years setting

Burnham Market Nursery School registered in 1992. It is situated at Burnham Market Primary School, Norfolk. The nursery employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The nursery opens from 9am until 3pm, Monday to Friday, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Oakley

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 her evaluation of the provider.
- The manager took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum are organised.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager completed a joint observation and evaluation of an activity with the inspector.
- The inspector spoke to children, staff, parents and committee members at appropriate times during the inspection. She also took account of the views of parents through written feedback provided.
- The inspector looked at a sample of the setting's documents. This included evidence regarding staff suitability and training.

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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