

# Inspection of Conkers Day Nursery

Dewhurst Road, Langho, Blackburn, Lancashire BB6 8AF

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Inspection date: 11 December 2023

**Overall effectiveness** **Good**

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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**

Staff know children well and use this information to help plan interesting learning experiences both inside and in the large outdoor area. Children love to explore and use their imagination in the garden. They find a safe area to place a moth they find in the leaves. This helps children learn how to care for living creatures and understand the natural world around them. Children enter the setting with confidence and find something they enjoy to play with. They are happy and settled. Staff support children's mathematical skills in the outdoor space as they play 'What time is it Mr Wolf?'.

In the main, children cooperate well in groups and show good team spirit as they cheer their peers on when playing games. Staff are good role models and encourage children to take turns. They show children how to use manners. Overall, children's behaviour is good. Staff help children learn independence skills and encourage them to have a try during play. Older children self-register in a morning and have the opportunity to concentrate during activities. This helps them prepare for their move on to school. Staff help children to develop their fine-motor and handwriting skills through a range of planned tasks. For example, children spend time using scissors and tape to wrap presents.

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

- Leaders support staff to deliver a sequenced and planned curriculum to help children reach the key goals in their learning. They are good role models to staff. Children make good progress from the start, particularly in their social and communication skills. Staff model new words to children as they smell cloves and cinnamon, such as 'spicy' and 'sweet'. Older children are prompted by conversation starter cards on the dining table. They hold lengthy discussions with staff and their friends.
- Staff are starting to help children identify their emotions and begin to consider other people's feelings. For example, they help children create happy and sad faces outside with items they find in the garden. However, staff do not always consistently support all children to understand the rules and boundaries, and why they are in place. This occasionally leads to some children not following instructions or the setting rules. Therefore, children are not always fully understanding the impact their actions have on others.
- In the main, staff support children to follow good health and hygiene routines, such as regular handwashing and nose blowing. However, on the rare occasion, staff do not always implement their training around health and hygiene in a fully effective way. For example, a babies bottle is left in the reach of other children. Although staff do move this before children can access it, this does not promote children's hygiene in a consistent way. That said, leaders took immediate action

to rectify this and support staff with their practice.

- Children are exposed to a range of cultural traditions and learn about festive practices. Leaders have developed links with the local community to help children integrate with new people and understand their differences. Additionally, the nursery has a new communal room where families can come if they need support or a safe space to play with their children. This promotes children's emotional well-being.
- Leaders offer staff a good level of support and coaching. Staff feel valued and know how to ask for help. As a result, the staff team are positive. This is reflected in the warm and inviting atmosphere provided for children. Staff are committed to helping children achieve and offer them care and praise where appropriate. Children are proud to show staff their creations. They display the same high levels of self-esteem and enthusiasm as staff.
- Leaders and staff have formed good relationships with families. However, systems to enable all parents to be fully involved in their children's learning needs and assessment are not fully embedded. This means that some children's key areas of development are not supported consistently between nursery and home.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have a secure awareness of their responsibility in reporting and acting on any child protection concerns, including when an allegation is made against a staff member. Staff share this good knowledge surrounding safeguarding and what to do in the event they are concerned about a child's welfare. They complete regular training that helps them understand a range of risks children may be exposed to that are more prevalent in surrounding areas. Staff have paediatric first-aid qualifications and know how to respond if a child has an injury at nursery. They know to record accidents and inform parents.

## What does the setting need to do to improve?

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

- strengthen partnerships with parents to promote a consistent two-way flow of information regarding children's learning and development
- continue to support children to understand the setting rules and boundaries and how their behaviour impacts others
- support staff to apply training around health and hygiene practices in a consistent and fully effective way.

## Setting details

<b>Unique reference number</b>	EY241094
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10308125
<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 4
<b>Total number of places</b>	74
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Home from Home Childcare Limited
<b>Registered person unique reference number</b>	RP520870
<b>Telephone number</b>	01254 240 059
<b>Date of previous inspection</b>	12 March 2018

## Information about this early years setting

Conkers Day Nursery registered in 2002. It is situated in the Langho area of Blackburn. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and above. The manager holds a level 6 qualification. The nursery opens 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.

## Information about this inspection

### Inspector

Rachel Waterhouse

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The provider and manager discussed with the inspector how staff organise and plan the curriculum and experiences for children. The inspector viewed the inside and outside space used by the setting.
- Parents' views were gathered and taken into consideration during the inspection.
- The inspector observed the quality of education during activities and assessed the impact on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the setting's documents. This included evidence of training and suitability of staff.

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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