

Inspection of Early Bairds Childrens Nursery Billington

Whalley Road, Billington, Clitheroe BB7 9NT

Inspection date:

15 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of nurturing staff within this calm and welcoming nursery. Staff communicate with children with warmth and enthusiasm. They regularly praise children to build their self-esteem. In return, children smile confidently and feel proud of what they achieve. New children settle extremely quickly and form close bonds with staff. Staff expertly use information from parents, in addition to their own observations, to precisely plan the experiences they offer to children. Staff are mindful of children's experiences at home and how they can build on them in the nursery. The curriculum is designed to give children the cultural capital they need in life. As a result, children are enthused by feelings of awe and wonder. They have a genuine thirst for learning.

Staff have exceptionally high expectations for all children, including those with special educational needs and/or disabilities (SEND). All children are highly motivated to persevere with any challenges they encounter. They remain deeply absorbed in activities and develop highly positive attitudes to their behaviour and learning. Staff help children to develop a secure knowledge of the nursery's rules and boundaries. For example, children remind each other to use their 'walking feet' when they are playing inside. They play together patiently and show consideration for their friends. For example, when navigating the balance beam, children help each other by taking each other's hands. The knowledgeable staff ensure that all children are very well prepared for their next stage in learning.

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

- The passionate and dedicated manager creates a unique and highly ambitious curriculum that is implemented extremely well by staff. Children's learning is planned in the right order, enabling them to get the most from the opportunities for learning on offer. Staff plan inspiring activities, which are tailored to respond to children's interests. This highly personalised approach helps all children to make rapid progress in all areas of learning.
- Children with SEND receive excellent support. The experienced special educational needs coordinator and each child's key person, work in partnership with parents and other professionals. Together, they develop individual support plans to further enhance children's learning and development. Any additional funding received by the nursery is spent extremely well, following discussions with parents and key persons to help to ensure that the support is effective. As a result, children receive the help they need to make the best possible progress.
- The manager is highly committed to the continued professional development and training of all staff. Staff continually strive to improve their professional knowledge and practice. Regular training and development opportunities are accurately focused on enabling staff to implement the curriculum consistently

well. For example, recent speech and language training has supported the staff to deliver excellent support for promoting children's communication and language development. Training and development continually improve the outcomes for children.

- Staff support children's communication exceptionally well. They prioritise children's communication and language in every interaction. For example, they narrate and weave new words, such as 'faster' and 'slowly', into children's play. Staff help children to recall prior experiences using some complex vocabulary, such as 'active' and 'dormant', as they describe the volcanoes they made. The emphasis on word acquisition supports children's impressive speaking skills.
- Staff encourage children to think critically. They ask probing questions that give older children the opportunity to think about why things happen or how things work. For example, children express their thoughts about how volcanoes erupt and what the lava feels like. Children exhibit high levels of curiosity as staff encourage them to make predictions. These behaviours help them to become highly effective learners.
- Children behave impeccably. Staff expertly and routinely support children to understand the impact of their actions. The language of emotions is skilfully embedded across adult-led experiences, such as circle time. This equips children with the necessary skills to play cooperatively. Children respond positively to recognition and praise from staff as they take turns with resources and demonstrate wonderful kindness.
- The curriculum provides rich opportunities for children to learn about and respect emotions. For example, while they recall the story of 'Goldilocks and the Three Bears', staff encourage children to think about how the bears may feel. Children in the pre-school room make effective use of the 'buddy bench', which prompts conversations about how they are feeling and what can make them feel better. Children develop a deep understanding of recognising emotions at the earliest stage. This supports their personal development extremely well.
- Staff develop extremely successful partnerships with parents and carers. They take the utmost care to welcome, value and support every family. Staff make valuable suggestions and share ideas for what parents can do to further support children's learning at home. Parents are unanimous in their high praise of the outstanding levels of care and attention that their children receive.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture within the nursery. Managers have robust recruitment procedures to help to ensure that all staff are suitable to work with children. Every member of staff completes paediatric first-aid training to help to protect children's safety and welfare. Managers ensure that safeguarding information is easily accessible to staff. Staff are highly confident in identifying signs and symptoms of abuse. They understand what they must do should they have any concerns about a child or the conduct of their colleagues.

Setting details

Unique reference number	2649612
Local authority	Lancashire
Inspection number	10301447
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	1 to 4
Total number of places	60
Number of children on roll	55
Name of registered person	Early Bairds Children's Nursery Limited
Registered person unique reference number	RP902281
Telephone number	01200871147
Date of previous inspection	Not applicable

Information about this early years setting

Early Bairds Childrens Nursery Billington registered in 2021. It is one of two settings operated by the same provider. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, including one with early years practitioner status. The setting opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the intent of the curriculum.
- The inspector had discussions with leaders and 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.
- Parents shared their views of the setting with the inspector.
- The inspector sampled relevant documents and reviewed evidence of the 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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