

Inspection of Barnabas House Private Nursery

Watery Lane, DARWEN, Lancashire BB3 2EB

Inspection date:

23 September 2022

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 have a positive start to their education at the nursery. They develop a range of skills and knowledge through good quality teaching and a stimulating environment. Children respond well to the high expectations the staff set for them. They explore, create and make choices about how to spend their day. Children of different ages have opportunities to play together in shared spaces. This allows children to socialise with others. Older children act as positive role models for younger children.

Children are kind and polite; they are encouraged to use good manners. Children are happy and safe. at the setting. They develop coordination and control of their movements in a large room, is dedicated to building children's physical skills. Children develop their creativity and imagination in the art room. Older children freely choose which space they would like to spend time in. Children play outside daily. All areas offer resources that support children's development. For example, pre-school children develop their role-play skills as they explore the doctor's area. The setting is inclusive, and the children show respect for staff and each other. They behave well. Consistent strategies help children to understand what is expected of them. For example, the 'manners monster' and 'super sharer' are used throughout the nursery.

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

- Staff know children well. They understand what children need to work on next and how they will help them to complete their next steps. Staff extend children's learning well. For example, as children dig in sand, staff introduce treasure maps. Children excitedly point out the different features. Staff encourage children to count, and help them to recognise letters on stones. All children make good progress in their learning.
- Support for children's communication and language is good. Staff narrate what they do and repeat key words for babies. Staff use signs to support spoken communication, such as 'finished' during lunchtime. Toddlers eagerly try to sign back to staff. Songs and stories help to develop children's vocabulary, and the children become confident communicators.
- At times, particularly when children are transitioning between rooms, the learning environment becomes distracting for children. For example, as pre-school children return from the art room, they are noisy. This distracts others who are listening to a story and makes children lose focus on their learning.
- Children's early literacy is well promoted, and they develop a love of books. For example, children listen intently to the book of the month, 'Elmer'. They understand the role of the author and the illustrator, eagerly sharing their knowledge with the group. Children excitedly join in with the story. Pre-school

children learn to hold books and turn pages in the dedicated library space.

- Children are encouraged to try things out and investigate. For example, babies use their senses as they explore different-coloured sand. They are supported to think about how it feels and tastes. Babies become highly engaged in their learning, which helps them to take full advantage of the activities on offer.
- Children with special educational needs and/or disabilities (SEND) achieve good outcomes. They build close relationships with their key person. Staff are nurturing and responsive to children's needs, for example, they accurately recognise children's verbal and non-verbal cues. Staff encourage speech and signing to support communication. The setting works closely with the local authority to support children with SEND.
- Staff take part in a variety of training to support their development. Staff working with children under two years of age receive tailored training to support their work with this age group. However, staff supervision is not yet highly effective at ensuring staff practice is monitored and continually improved. Staff practice is not fully evaluated, to help ensure it is of the highest standard.
- Parents are happy with the care that their children receive. They praise the communication and 'friendly' staff team. Parents comment that their children make good progress. Strong parent partnerships help to promote continuity between home and the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of different types of abuse and what signs they need to be alert to. They know how to report any concerns they have. Staff take part in regular training to help ensure that their knowledge is up to date. Staff regularly risk assess the environment to help ensure it is a safe space for children to play and learn. They consider sun safety when children play outside. Staff discuss with children how they can help to keep themselves safe online. Allergies and dietary requirements are managed well. Robust procedures are followed which helps to prevent any cross contamination.

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 learning environment, particularly during times of transition, to help ensure children do not become distracted from their learning
- enhance the supervision of staff so that it is highly focused on helping staff practice to continually improve.

Setting details

Unique reference number	301664
Local authority	Blackburn with Darwen
Inspection number	10234472
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	59
Number of children on roll	60
Name of registered person	Barnabas House Ltd
Registered person unique reference number	RP527165
Telephone number	01254 704 004
Date of previous inspection	2 November 2016

Information about this early years setting

Barnabas House Private Nursery registered in 1988 and is based in Darwen. The nursery opens from Monday to Friday, all year round, except for one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The setting employs 10 members of childcare staff. Of these, six hold an appropriate early years qualification at Level 3 and three at Level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- 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 and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documentation.

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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