

Inspection of Briercliffe Day Nursery and Education Centre Ltd

Briercliffe Road, Burnley, Lancashire BB10 2HA

Inspection date:

14 May 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Although children enjoy their time at nursery, the curriculum lacks ambition. Children like playing games with friends, dressing up and being active. They are settled and happy. However, some of the activities that staff plan do not offer sufficient scope for children to learn more and to make good progress. Leaders provide some valuable experiences for children which enhance the basic curriculum delivered by staff. For example, children take part in forest-school sessions, gymnastics and go on local trips to the park and playgroup. This enables them to find enjoyment in activities beyond their everyday experiences.

Staff provide a safe space for children attending the friendly nursery. Children seek out the presence of familiar adults for support and reassurance. Staff are enthusiastic and caring, and their interactions promote some learning. For example, staff read stories to children and listen attentively to them. They count with the children while building together outside and they join in with children's play activities. Staff are good role models. They support children to be kind to their friends and they help children learn how to take part in outdoor play and games, such as 'What time is it Mr Wolf?' This encourages children to be cooperative and patient with each other.

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

- Leaders and managers have worked together to devise a curriculum which focuses on children's current interests and likes. This helps children to enjoy many of the activities on offer. However, staff do not consistently understand how to plan and deliver activities that build on what children already know and can do. This limits some of the progress that children make.
- The key-person system is not consistently effective. Recent changes in staff, and some movement of staff within the nursery, have had an impact on staff's knowledge of individual children's learning and development needs. Some staff struggle to identify children's starting points to help them plan appropriate learning and development opportunities. Therefore, the curriculum does not consistently meet the needs of all children.
- Leaders and managers reflect on staff performance. They ensure that staff complete essential training in safeguarding and paediatric first aid, and that staff are knowledgeable about ways to keep children safe. However, they do not provide staff with clear targets that will support them in developing the quality of education. This means that staff are unaware of what they could do to improve their teaching. This has an impact on the delivery of some of the aims of the curriculum and the progress that children make.
- Leaders and managers do not lead staff to deliver the curriculum content for communication and language to a consistently good standard. Additionally,

leaders do not have an effective system to help staff identify children who may need additional support with communication and language. This does not ensure that every child gets the early support they need to help address any emerging gaps in their development. Children are not explicitly or frequently enough taught to build on their vocabulary. Staff sometimes repeat words at a basic level for children who are already confident communicators. They lack the understanding and ability to adapt their approaches to help to widen children's knowledge of word choices. Therefore, children's language and communication skills are not progressing as well as possible.

- Parents are complimentary about the nursery. They say they feel listened to and supported. Good systems are in place for regularly gathering the views of parents about life at nursery. This enables them to be involved in changes in moving forward. Parents are also encouraged to contribute to the planning of their child's learning and they like hearing about what their child has enjoyed doing. This helps them to continue to support learning at home.
- Children with identified special educational needs and/or disabilities are supported well. Leaders and managers contact external agencies for support and guidance when needed. Partnerships with other professionals, such as local teachers, have been established. This enables the sharing of information to support children moving to school.
- Priority is given to helping children to develop some of the skills that they will need to support their eventual move to school. Staff promote children's self-care skills and their independent behaviours well. They encourage children to try to do things for themselves. Children learn how to fasten their own coats, pour their own drinking water, and serve their own meals.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide staff with appropriate training and professional development opportunities to help to deliver good-quality learning experiences for all children.	17/06/2024

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

- help all staff to understand the curriculum intentions and implement these consistently
- support all staff to build on children's existing knowledge and skills, and deliver an ambitious curriculum for all children
- improve the assessment of children's language and communication skills to help identify and address any emerging gaps in language development.

Setting details

Unique reference number	EY253270
Local authority	Lancashire
Inspection number	10346973
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	69
Number of children on roll	78
Name of registered person	Briercliffe Day Nursery& Education Centre Ltd
Registered person unique reference number	RP904327
Telephone number	01282 438320
Date of previous inspection	8 August 2018

Information about this early years setting

Briercliffe Day Nursery and Education Centre Ltd registered in 2003. The company that operates the nursery had new owners in 2023. The nursery is based in Burnley and employs 13 members of childcare staff, 12 of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm.

Information about this inspection

Inspector

Lisa Bellam-Brown

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's representative and has taken that into account in the evaluation of the provider.
- The provider's representative, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to the children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider's representative about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed interactions between staff and children.
- The manager and inspector carried out joint observations throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.
- Parents shared their views of the nursery.

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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