

Inspection of Briston Community Nursery School Limited

The Copeman Centre, Hall Street, Briston, Melton Constable, Norfolk NR24 2LG

Inspection date: 1 December 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 arrive and settle quickly in this welcoming setting. They form warm bonds with staff and look to them for comfort or reassurance when needed. Staff are responsive and attentive to children's needs, which helps children to feel safe and secure. From a young age, children recreate key daily routines in their play, tucking their friends up in the low beds and pretending to read stories to them. Staff have high expectations for children. They talk knowledgeably about their recent assessments and where children are in their unique learning journeys. Staff use this understanding to plan activities which extend and challenge children's learning.

Children confidently move around the setting, selecting toys and resources to explore and joining in with games with friends. They eagerly explore messy and creative play activities. Children freely access a range of materials and tools, using these in imaginative ways. For instance, children carefully pour paint into pots and open jars of craft materials. They employ a range of techniques, including finger painting, collaging, modelling and drawing to create interesting artworks. Older children talk about their creations, while babies delight in the different textures. Children use saucepans to make 'dinner' with cornflour paste and playdough. Staff engage readily in children's play, pretending to eat the foods children make and providing enthusiastic commentary on how they might taste.

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

- The manager and her staff team are enthusiastic and passionate about their work. Staff plan and deliver an ambitious curriculum, drawing on their knowledge of child development as well as individual children's next steps in learning. They develop positive partnerships with parents and work together to use information about children's progress to plan engaging activities to capture their interest.
- Parents feel well informed about their child's experiences and learning at the setting. They comment on the 'lovely' staff and the personal approach they provide. Parents comment how much their children enjoy their time at the setting and how eager they are to attend each day.
- Staff report feeling supported and valued. They talk about the professional development opportunities available to them and how leaders support their study. Staff describe how they are involved in evaluating the provision. For instance, they shaped the recent development of a sleep room and future plans for a separate baby garden. The manager notes how training and networking meetings often provide ideas that spark change. However, self-evaluation does not always focus incisively on implementation or intended outcomes.
- Staff provide clear explanations and choices to support children's understanding and sense of independence. They use stories to talk to children about feelings.

Staff teach them the language of emotions and encourage children to think about times they felt a particular way. They reassure children that it is normal to feel sad or scared sometimes and together talk about things that make them feel happy.

- Children carefully look at books, turning the pages gently and pointing out details in the illustrations. They identify the different animals and their noises as they enjoy a book about a farm. Staff respond with enthusiasm, asking questions and helping children to count or find specific characters in the pictures.
- Children display curiosity in the natural world. Older children talk about seeing 'ice everywhere' and babies shriek with excitement as they watch snowflakes falling. Older children talk excitedly about their experiences of going on a frosty walk with staff. They remember that 'ice is very slippery' and that you must 'be careful or you'll fall over'.
- Staff skilfully adapt their speech and gestures to support children's understanding and promote their speaking skills. For instance, they use objects to support children's understanding of key words during mealtimes. Staff listen to children's stories about their home lives and ask questions. They talk about children's pets and important people. This helps children to feel valued and encourages them to join in conversations.
- Staff teach children the rules and routines of the setting. Children quickly learn the different steps for each activity. For instance, older children collect a bowl and cup after washing their hands. They fill these with a range of healthy snack foods and put them in the washing bowl once finished.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an open and positive culture around safeguarding. They understand their responsibilities to protect children from harm and the importance of working with other agencies, where required, to secure the help that children may need. They attend regular training to update and extend their knowledge of child protection. The manager, who is also the nominated individual, makes use of regular review checks to assure herself of staff's ongoing suitability. She also makes use of the local authority's safeguarding audit service to help her evaluate the effectiveness of safeguarding policies and procedures.

What does the setting need to do to improve?

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

- strengthen arrangements for self-evaluation to check how well the setting's intent is implemented and generate sharply targeted plans for further improvements to have the most impact.

Setting details

Unique reference number	EY317355
Local authority	Norfolk
Inspection number	10308190
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	30
Number of children on roll	35
Name of registered person	Briston Community Nursery School Limited
Registered person unique reference number	RP525953
Telephone number	01263 861356
Date of previous inspection	6 March 2018

Information about this early years setting

Briston Community Nursery School Limited registered in 2006. The setting employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday during term time only. Sessions run from 8am until 4pm, Monday to Thursday and 8am until 3pm on Friday. The setting provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Kate Oakley

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 her evaluation of the setting.
- The manager took the inspector on a learning walk across all areas of the premises to explain how the early years provision and curriculum is organised.
- The inspector observed the quality of interactions during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to children, staff and parents at appropriate times during the inspection.
- The manager completed a joint observation and evaluation of an activity with the inspector.
- The inspector held discussions with the manager who is also the nominated individual. She looked at relevant documentation and reviewed evidence of 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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