

Inspection of Burton Play - Children's Links

Burton Play, Flixborough Road, Burton-upon-stather, Scunthorpe DN15 9HB

Inspection date: 25 July 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and engaged in this setting. Staff know children well. Children independently access a range of resources. Staff encourage children to develop their independence skills. Babies explore sensory play trays. Children select and serve their own breakfast and drinks. Staff support children to access open-top cups in preparation for moving up into the older room. Leaders, managers and staff have a good understanding of the curriculum and what they want children to learn. Staff use their knowledge and work with parents and carers to identify areas for development. They use children's interests and next steps to carefully plan activities and the environment. For example, staff set up a water-play activity based on children's interests. They support children with turn taking and how to pour carefully. In turn, children learn positive behaviours and develop their fine motor skills.

Staff support children with special educational needs and/or disabilities (SEND) well. Children with SEND have access to resources and equipment, and the support that they need to thrive. Children explore a large outdoor environment. They dig in the sand, explore the mud kitchen and ride bicycles. Children find minibeasts, such as worms and ladybirds, and staff encourage them to take care of them. Children build with various construction resources. They create pyramids and then use the internet with staff to research them. Staff encourage children to build on their knowledge and understanding, such as by talking about the countries where pyramids are found.

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

- Leaders and managers are reflective. They demonstrate a commitment and enthusiasm for their roles. Leaders and managers support staff to feel valued and happy in their roles. This creates a welcoming setting, where children feel safe and secure.
- When working with babies, staff promote sensory play and communication. They model and repeat simple words and sounds. This encourages children's speech and language development.
- Group times are well thought out. Staff encourage children to join in with age-appropriate and small-group activities every morning. This helps children to remain focused and engaged in their learning.
- Staff know children well. They use their knowledge of child development to identify any gaps in children's learning to put strategies in place. This supports children to make good progress.
- The setting supports children with SEND particularly well. Staff have carefully planned systems and strategies in place. This meets children's individual needs and abilities.

- The setting works well with parents and other professionals to support children. Staff keep parents up to date with what their children are learning. This creates a positive working relationship between the setting and parents, enabling them to work together to support children's development.
- Children have lots of opportunities to develop their physical skills. Staff encourage children to access bicycles and ladders in the garden, building their gross motor skills. Children dig, draw, paint and use construction toys happily.
- Staff model and promote good manners. Children are polite and use the words please and thank you frequently. Children learn important social skills and build positive relationships.
- Staff use the internet and books as tools for gaining information, which in turn improves children's knowledge. They discuss internet safety and explain to children about keeping themselves safe and making the right choices when accessing the internet.
- Some staff promote children's thinking skills, such as by asking questions about how worms feel when children hold them. They also introduce new vocabulary, using words such as 'sphinx' and 'muscles'. However, this good practice is not yet consistent across the whole team. Some staff ask questions which do not promote children's critical thinking. This means that staff do not consistently extend children's knowledge.
- Staff support children through the transition between rooms and into Reception class. The setting has good links with the local primary school. Staff work with staff to ensure that children feel confident when moving into school. Staff attend visits to the Reception classes with the children and welcome Reception teachers into nursery. Staff attend lunch sessions with the children to ensure that the transition to school is smooth.
- Leaders and managers carefully consider children's age, abilities and interests when using early years pupil premium funding. For instance, they have purchased story sacks based on children's particular interests. This encourages children to engage and remain focused for longer periods of time.

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

- support staff to consistently extend children's learning and vocabulary, and promote their thinking skills.

Setting details

Unique reference number	2772155
Local authority	North Lincolnshire
Inspection number	10413884
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 10
Total number of places	68
Number of children on roll	68
Name of registered person	Children's Links
Registered person unique reference number	RP526397
Telephone number	01724 721719
Date of previous inspection	Not applicable

Information about this early years setting

Burton Play - Children's Links registered in 2024 and is located in North Lincolnshire. It employs 15 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday, all year round, excluding bank holidays. Sessions are from 7.45am until 6pm. The setting provides government funded childcare.

Information about this inspection

Inspector

Briani Morris

Inspection activities

- The inspector and deputy manager took part in a learning walk to discuss the environment and curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children communicated with the inspector throughout the inspection.
- The manager and inspector carried out joint observations and discussed their findings.
- Leadership and management discussions took place with the inspector throughout the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025