

# Inspection of Burnside Pre School

Burnside Community Centre, 36 Burnside Crescent, Middleton, Manchester M24 5NN

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Inspection date: 24 February 2025

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in the care of the highly experienced team at this small, nurturing setting. Leaders have created an ambitious curriculum that is explicitly understood and implemented by staff. This ignites and instils a deep love of learning in the children. Staff create exciting learning environments that nurture children's curiosity and imagination. Children ooze confidence as they enthusiastically investigate a variety of thoughtfully planned activities that build on their existing skills. As children fill up spray bottles independently with different colours of water, they discuss the shades they have made as they mix the colours together. Children exclaim that they have made 'peach'. Children develop their hand-eye coordination. For example, they competently use scissors to make invitations to their party and then add them to envelopes. Children receive an exceptional standard of education and this supports the excellent progress they make.

Staff place children's emotional well-being at the heart of the provision. Children have access to family photographs that staff spend time exploring with them, discussing the unique qualities of their family members. Staff are excellent role models, modelling calm, respectful behaviour. They frequently talk to children about how they are feeling. Consequently, children show that they are extremely settled in the setting. Children use caring behaviours towards the staff and each other. They help each other as they spill water at mealtimes by eagerly wiping this up and work together to gather sticks in the garden to make a nest for the birds. Staff support children with strategies to manage minor conflicts. For example, they remind their friends about the expectation to take turns and recognise when their friends are being 'helpful'. Children have consistently high levels of respect for others.

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

- The highly skilled and passionate leaders show an unwavering commitment to ensuring the highest possible outcomes for all children. They strive to give every child the best start in life and have an excellent understanding of the community they serve. Leaders implement a robust programme of professional development for staff, based on the needs of the children and the community. Staff have clear progression plans that support them to achieve, and to maintain exceptional standards in their practice. This results in consistent and exceptional teaching throughout the setting from motivated educators.
- Promoting children's communication and language skills is a high priority for the setting. Leaders provide calm, language-rich environments for children that support their early speech development. Staff model high-quality language and introduce new vocabulary as they interact with children. They use children's interests to spark and then extend their communication. Staff learn key words in

the languages that children speak. They support all children, including those who speak English as an additional language, to become confident communicators.

- Staff plan an abundance of opportunities for children to learn specific physical skills, such as swimming and teach children how to use equipment such as stilts. Children display impressive strength as they carry and roll heavy items in the garden. Staff encourage them to roll tyres high up the hill and they watch how far they roll down. Children balance on beams, encouraging their friends to join them. Children become extremely confident and proud of their physical abilities.
- Staff possess advanced story telling skills. They excite and engage all children as they read. They provide high-quality stories and songs for children to know and join in with. Children eagerly join group story and singing sessions where they listen attentively. Staff skilfully leave gaps for children to fill in the key phrases they know. Children develop a love for books and stories and concentrate for prolonged periods of time as they enjoy stories together.
- Staff are adept at weaving mathematical opportunities through activities and experiences. As children scoop and pour sand into different containers, staff teach them about volume, size and weight. Staff provide exciting mathematics games, such as encouraging children to roll dice and count the spots. Staff then challenge them to jump, hop or skip that number of times. Staff test out children's mathematical understanding as they ask them to count how many drinks and chairs are needed at mealtime. Children develop the mathematical knowledge needed for when they start school.
- Staff have an excellent understanding of child development. They use meticulous assessments to ensure that children with special educational needs and/or disabilities (SEND), and children in receipt of additional funding, have the targeted support that they need from the very start. Staff work with other professionals involved in children's learning and development to help them deliver targeted interventions, to meet their individual needs. All children, including those in receipt of additional funding or with SEND make excellent progress in their learning.
- Partnerships with parents are exceptional. Children and their wider families are at the heart of everything leaders do. Parents give the highest praise to the staff for their support, not only for their children but to them as a family. Leaders provide excellent support to families. For example, parent sessions help to develop their skills and knowledge so that they can give children the best opportunities at home. These respectful relationships help all children to make excellent progress from their starting points.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY447257
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10377542
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Burnside Centre
<b>Registered person unique reference number</b>	RP910255
<b>Telephone number</b>	0161 643 8108
<b>Date of previous inspection</b>	4 October 2019

## Information about this early years setting

Burnside Pre School re-registered in 2012 and is situated in Middleton, Manchester. The setting employs four members of childcare staff. Of these, three are qualified to level 6. The setting opens Monday to Friday, during term time only. Sessions are from 9am to 3pm.

## Information about this inspection

### Inspector

Rebecca Weston

## Inspection activities

- This was the first routine inspection the setting received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector and the manager carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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