

Inspection of Basnett Street Nursery School

Basnett Street, Basnett Street Nursery School, Burnley, Lancashire BB10 3ES

Inspection dates:	29 and 30 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2013. The school received an ungraded inspection under section 8 of the Act in December 2023. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Children settle quickly and are happy at this nursery school. Many children especially love the nursery's outdoor area that offers exciting opportunities to run, climb and explore. The school is ambitious for children, including those with special educational needs and/or disabilities (SEND). Children benefit from many different opportunities that help them to become confident, independent and successful learners. Many leave the school well prepared for the Reception Year.

The school has high expectations of children's behaviour. Children learn the importance of sharing and cooperating with one another. They work together as a team to build models or to water the outdoor plants. Staff help children to understand their different emotions and how to manage these. Children who find this more challenging are supported well by caring and nurturing staff.

Children make a positive contribution to their community. For example, they carry out litter picks around the school site and raise money for charities that have a special connection to the school. Such experiences help children to begin to understand what it means to be caring and considerate. Children also learn about the different people and roles within their community. They are delighted to receive visits from police officers, builders and musicians.

What does the school do well and what does it need to do better?

The school has developed an aspirational and carefully designed curriculum. It considers the needs and interests of children, including those with SEND. The curriculum provides clear guidance on the key knowledge children should learn. It also considers those children who may have gaps in their learning when they join the nursery.

The school has effective systems in place that accurately identify the needs of children with SEND. Staff use well-chosen activities and resources to ensure these children access the same curriculum as their classmates.

Across many areas of learning, staff are trained well in educating young children. Staff use their knowledge to identify gaps in children's learning and address these. Typically, staff design and deliver learning opportunities that build on what children already know. However, for some activities, staff do not identify the key knowledge they need to prioritise for children. Consequently, in these activities, children do not learn as well as they could.

Communication and language are a priority. Staff explore new words with children through different activities and books. Staff use opportunities during play to help children to communicate with gestures, words and simple sentences. Children who speak English as an additional language are supported well. Staff introduce children to new and interesting vocabulary. These new words are carefully chosen, repeated and modelled to them by staff. This helps children to become increasingly confident in communicating.

The school has a carefully planned approach to help new children to settle well into nursery. Parents and carers told inspectors that they appreciate the support they get from the school with this. Once at the school, children learn about the rules and routines. This helps to create calm classrooms. Children learn with little disruption to their activities. They act sensibly, take care of resources and are keen to help one another, for example, helping a friend put on their wellington boots. The school works with parents to ensure that children attend the nursery regularly.

The school provides an exceptional range of opportunities to promote children's personal development. Staff teach children to make important choices to stay healthy. For example, children eat a range of healthy snacks and drink either milk or water in school. They learn about the importance of brushing their teeth in school and at home. The school provides meaningful opportunities for children to learn about different cultures. For instance, children learn about the celebrations of Diwali, Eid and Christmas.

Governors challenge and support the school well on the quality of education provided. Staff value being part of the school. They appreciate the training and support that they receive, which helps them to give the children a positive start to their education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not consistently prioritise the key knowledge that children need to learn across some of the learning activities and opportunities provided. As a result, in some activities, children do not learn as well as they could. The school should ensure that staff are well equipped with the knowledge they need to help children to achieve well across different types of activities and learning experiences.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from -Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119101
Local authority	Lancashire
Inspection number	10348131
Type of school	Nursery
School category	Maintained
Age range of pupils	3 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair of governing body	Thelma Cullen
Headteacher	Lindsay Ingham
Website	www.basnettstreet.lancs.sch.uk
Date of previous inspection	7 December 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not currently make use of any alternative provision.
- Since the previous inspection, the school has appointed a deputy headteacher who took up post in January 2025.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these areas of learning: communication and language, mathematics and personal, social and emotional development. For each deep dive, the inspectors met with curriculum leaders, visited a sample of lessons and spoke to staff. Inspectors spoke with children when visiting lessons and considered their work.
- Inspectors spoke with the headteacher, other school leaders and members of staff.
- The lead inspector spoke with members of the governing body, including the chair of governors. The lead inspector also spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record and took account of the views of leaders and staff. They also considered the extent to which the school has created an open and positive culture around safeguarding that puts children's interests first.
- Inspectors observed children's behaviour in lessons.
- Inspectors spoke with staff about their workload and well-being. They also considered the views of staff shared through Ofsted's online staff survey.
- Inspectors spoke with some parents. They considered the responses to Ofsted Parent View. This included the free-text responses.

Inspection team

David Robinson, lead inspector

His Majesty's Inspector

Sarah Gower-Jones

Ofsted Inspector

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