

# Eagley School House Nursery 2

598 Darwen Road, Egerton, BOLTON, BL7 9RY

## Inspection date

Previous inspection date

15/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Passionate and knowledgeable leadership results in a real drive for continual improvement both in the pursuit of excellence and also in ensuring that every child's needs are quickly identified and met through some highly effective partnership working.
- Teaching is rooted in a secure knowledge and understanding of the Early Years Foundation Stage. Every practitioner has a good awareness of how young children learn and make the most of opportunities to promote children's learning through play.
- Children are happy, motivated and eager to learn. They show high levels of curiosity supported by the stimulating, imaginative and well-resourced environment and opportunities for exploring and investigating independently.
- The very strong key person system and genuine care results in secure attachments and tailored packages of support for individual children and their parents. There is a high degree of trust and appreciation of the expert help and guidance given.

### It is not yet outstanding because

- although a precise assessment of what children can do is used to spontaneously shape activities to meet individual needs, planning is not yet sharply focused to maximise the potential of learning opportunities for individual children in group situations
- although rigorous tracking of individual children's progress is in place, systems to monitor the progress different groups of children make across the areas of learning

have not yet been introduced.

### Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### Inspection activities

- The inspector observed activities in the three play rooms, the conservatory and the outside learning environment.
- The inspector held meetings with the provider and manager of the provision and held discussions with practitioners.
- The inspector looked at children's assessment records, activity planning and a range of additional documentation.
- The inspector checked evidence of suitability and training of practitioners working with children, the provider's self-evaluation form and plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in a parent questionnaire distributed by and for the setting.

### Inspector

Angela Rowley

## Full Report

### Information about the setting

Eagley School House Nursery 2 was registered in 2012. It is situated in the Egerton area of Bolton and is one of two settings in the area owned by a private provider. It occupies the ground floor rooms of a converted detached house situated in its grounds. The nursery is accessible to all children and there is a fully enclosed outside play area immediately available from each of the three main play bases. The nursery serves the local area and is open each weekday from 7.45am to 6pm, for 51 weeks of the year, excluding bank holidays. It also offers some out of school care to children attending local schools. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are currently 60 children aged from birth to eight years on roll. The setting supports children with English as an additional language and also children with special educational needs and/or disabilities. It receives funding for the provision of free early education to three- and four-year-old children. There are a total of 13 early years practitioners working directly with the children. Of these, all hold a minimum qualification at level 2 in early years and 11 of these hold a qualification at level 3. Additionally, both the nursery manager and provider hold Early Years Professional Status and the provider also holds Qualified Teacher Status.

### What the setting needs to do to improve further

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

- enhance planning for whole group activities introducing a sharper focus and more detail about how the activity will be used to promote individual children's learning
- enhance further the systems for monitoring the progress of different groups of children, for example, gender groups, and the progress these children make in different areas of learning in order to specifically target intervention for continually improving teaching and learning opportunities.

### Inspection judgements

**How well the early years provision meets the needs of the range of children who attend**

Children's enthusiasm for learning, and the levels in which they succeed, is enhanced by practitioners who have a very good understanding of how to engage and capture their individual interests and recognise fully that children learn through play. Some strategies to promote learning are based on expert knowledge. Consequently, children thrive in the highly stimulating and imaginatively resourced environment. For example, babies show real curiosity and they investigate a wide range of fascinating items and natural equipment within black and white themed and soft, sensual areas.

A wide range of well-planned continuous play provision, in addition to secure planning and monitoring across the areas of learning, ensures all aspects are included. Children enjoy and make good progress in their learning because practitioners routinely enhance the child-led provision in response to individual interests. They also support learning in other ways through adult-led experiences, such as group 'letters and sounds' sessions or baking activities. While all children benefit from these opportunities because practitioners spontaneously differentiate their interactions to help individual children participate, there is scope to further enhance the planning to focus more sharply on intended learning outcomes for individual children. The free play environment extends to outside for significant parts of the day where children demonstrate their physical skills in balancing on the tyres, riding their trikes or more complex wheeled toys. They push their leaf filled wheelbarrow and trucks around the track and use other natural materials, such as bark chipping and stone to enhance their play, for example, mixing in the pretend cement mixer or loading onto their vehicles. The outside area, while being utilised well, is still under development. Consequently, as yet its use as a continuous, inspiring learning resource is not as securely embedded as the stimulating opportunities for indoor learning.

The well-resourced learning environment, organisation of planning and practitioners secure knowledge of children's interests and next steps helps to ensure that every opportunity is made to support and extend children's learning across all areas. Interaction between practitioners and every child is very strong. This impacts significantly on the progress they make in communication and language and in their personal, social and emotional development. Babies delight in a 'sing and sign' activity, vocalising and waving their hands in excitement. Practitioners working with older children expressively introduce new vocabulary, describing the 'sticky' cookie mix when they are baking and adding running commentary to enhance language used. Practitioners also vigilantly monitor opportunities for interaction with children ensuring that every child has regular opportunities for conversation. The rigour and accuracy of monitoring individual children, using the comprehensive observation and assessment process, ensures that children who need additional support are identified quickly. Targeted interventions are swiftly matched to their needs, thus ensuring that given their starting points they are beginning to improve strongly.

Systems to establish children's starting points on entry and transitions across the provision are exceptionally secure. These are implemented in a variety of ways, including working closely with parents during home visits and from the settling-in stage to establish initial targets linked to the Early Years Foundation Stage. Parents are routinely provided with

children's day and learning diaries, receive periodic summary reports and are invited to parents' evenings and consultation meetings each term. As a result, they are fully included in setting children's individual targets and are helped to understand the Early Years Foundation Stage and how to support their children's learning at home. The attractive lending library in the entrance hall is well utilised and enables parents and children to share valuable opportunities to share books and stories and to take them home.

### **The contribution of the early years provision to the well-being of children**

The highly successful implementation of the key person system and the exceptional deployment of practitioners and support staff, ensure that all children are extremely well cared for. As a result, children form secure emotional attachments in the setting. This provides a very strong base for babies developing independence and exploration and for all children developing skills for future learning. The role of the key person is well embedded and provides security for individual children's emotional well-being. Relationships are developed right from the very start when the key person visits the child and family at home. Relevant and meaningful information is discussed to provide children with the very best care and support when they visit for their first session. The key person uses this information to provide a tailored package of care for every individual. Consequently, all children are settled, happy and show an extremely strong sense of belonging within the provision. They explore with interest and also display high levels of confidence and self-esteem. For example, older children, with permission, independently access the digital camera and take photographs of their activities.

The genuine nurturing care that children receive results in very strong relationships at all levels. Children show real care and concern for each other offering affection to their peers. Every child is made to feel special and a real part of the family group in which they are based. When they visit another room for their transition, they are given a warm welcome back and enthusiastically encouraged to tell everyone about their special experience. As a result, children's behaviour in the setting is excellent. They play cooperatively on equipment outside, enjoy looking at books together in the story corner and use their manners towards each other without prompt. They know about the setting's 'golden rules' and about using 'kind hands' and 'listening ears'.

The highest priority is given to ensuring children's good health and their safety. Individual health care plans are rigorously implemented and, where relevant, expert practitioner guidance and training is sought to ensure every practitioner has a thorough understanding of how to meet specific needs. Consequently, parents have a high degree of trust and confidence that their children are extremely well cared for and protected. Partnerships are also used to their best effect in supporting children's understanding of keeping themselves healthy, for example using the oral hygiene service to promote children's understanding of dental care. Consequently, children use the 'brush bus' eagerly after lunch to clean their teeth. Additionally, partnerships with a local school enable children to access football coaching sessions on their sports field, thus promoting healthy lifestyles. Children have also been visited by a police officer and during the routine outings in the community they learn about road safety and keeping safe when they wear high visibility clothing. The

rigorous risk assessment and caretaking procedures ensure that the provision is very safe and well-maintained.

### **The effectiveness of the leadership and management of the early years provision**

Senior leadership is inspirational. The drive of the management team to make the nursery the best it can be is unquestionable. Their combined knowledge, skills and experience results in provision that is securely based on examples of expert practice. This setting is in the early stages of development, yet already there have been significant strides in enhancing the provision. For example, in developing some fascinating indoor and outdoor areas to explore as part of continuous play provision. There are also further plans to extend these areas to enable children to learn in different ways and to increase their accessibility. However, it is too soon to see the full extent of these working in practice or to consider how they have impacted significantly on children's learning over a sustained period of time.

The leadership team is highly trained and qualified. Their expert knowledge and practice based approach results in effective role modelling and sharing of expertise. Accurate evaluation of the impact of practitioner practice leads to some targeted areas for improvement. Effective performance management systems are in place and are further developing. There is a strong commitment to further driving up quality through training and professional development opportunities. Self-evaluation is detailed and identifies relevant areas for further improvement based on already secure practice. The setting uses information from a range of sources. This includes feedback from children, practitioners and parents, in addition to some rigorous systems of monitoring the quality of teaching and children's learning. However, there is scope for drilling down further to monitor the progress made by different groups of children and in different areas of learning to specifically target and refine planning for continual improvement.

The provider has an excellent understanding of her responsibility to ensure that the setting meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Arrangements for safeguarding are strong and well embedded with experienced designated officers having received extended training. As a result, they are secure in their understanding of procedures to follow in the event of concerns about children or about a colleague. Whistleblowing procedures are well-informed and there are some very strong systems in place to monitor and address any concerns. Recruitment and selection procedures are comprehensively carried out ensuring that all those working with children are safe and suitable to do so. Partnerships are highly effective at all levels. The setting is proactive and makes the most of its links with others to secure smooth transitions for children and to meet their individual needs. They use their expertise to support parents when needed though have a real understanding of the parent role as the first educator, valuing their contributions to planning for children's learning. Parents are highly complimentary of the setting and enthuse about the passion of the provider who goes 'above and beyond' in so many ways to meet the needs of individuals.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.



**Setting details**

<b>Unique reference number</b>	EY442891
<b>Local authority</b>	Bolton
<b>Inspection number</b>	790616
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Eagley School House Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01204609099

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years



Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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