

# Canterburys 2 Nursery & Out Of School Club

Kingswear Drive, BOLTON, BL1 6EX

## Inspection date

07/08/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

## The quality and standards of the early years provision

### This provision is outstanding

- The leadership team and staff have an outstanding knowledge of the Early Years Foundation Stage. They have an excellent understanding of how children learn and use a wide range of highly effective strategies to support children as they move towards the early learning goals.
- The environment is highly stimulating and engaging. Children explore with excitement and enthusiasm. Children initiate their own play, develop their own rules, share resources and play co-operatively with their peers.
- Outstanding nurturing relationships are evident between children and staff. This supports children to become independent and highly motivated learners.
- Highly comprehensive self-evaluative practice is in place which consistently identifies areas for further development. Staff are extremely proactive in ensuring that there are ongoing quality improvements.
- Robust systems for observation, planning and assessment are in place. Teaching highly motivates children, and staff work hard to provide a dynamic range of challenging age and stage appropriate activities.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the provision's self-evaluation processes.

## **Inspector**

Elisia Lee

## Full Report

### Information about the setting

Canterburys 2 Nursery & Out Of School Club was originally registered in 2010 and re-registered in 2013 following a change of company status. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a suitably converted detached building standing in its own grounds, in the Smithills area of Bolton. Children are cared for in three very large rooms which are sub-divided to create smaller play areas for individual age groups. All children share access to a secure outdoor play area. It is one of two nurseries that is owned and privately managed. The nursery serves the local area and is accessible to all children.

The nursery employs 25 members of childcare staff. Of these, two hold Early Years Professional Status, one holds an appropriate early years qualification at level 6, one holds an appropriate early years qualification at level 5, holds an appropriate early years qualification at level 4, 18 hold early years qualifications at level 3 and two members of staff hold qualifications at level 2.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 63 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. Out of school care is provided before and after school during term time only.

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

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

- consider developing further opportunities for young children to build their knowledge of the world through sensory play in the outdoor area.

## Inspection judgements

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

The staff and management team have an outstanding knowledge of the Early Years Foundation Stage and use this superbly to support children in their learning and development. Staff nurture children extremely well and treasure the uniqueness of each child in their care. The environment contains a wealth of resources which engage children in learning and enhance all aspects of children's learning and development. Educational programmes offer challenge across the seven areas of learning. For example, pre-school

children have recently undertaken a focus on 'mini beasts'. Learning opportunities have included building a 'bug hotel' out of recycled bricks and bamboo, planting particular varieties of flowers in tubs which attract butterflies, making butterfly feeders using recycled materials and sugar water, and developing a spiders' web climbing wall using lengths of rope threaded through metal fencing. Interest is presented to all children, across all ages. For example, babies have recently taken part in a topic called 'on the move'; this was in response to children becoming more mobile. Staff used a variety of imaginative experiences. For example, staff constructed their own sensory mat where children could explore different textures using recycled materials and children enjoyed crawling through a tunnel which leads into a 'hiding den'. Younger children are challenged through using resources tailored to their needs. For example, toddlers explore 'rolling' and 'moving wheels'. Staff use resources extremely well and, as such, children's learning is significantly enhanced. Exceptionally well thought out role-play areas allow children to act out familiar scenarios. For example, children play 'going to the shop', by using pads of paper to write down shopping lists and ensuring they have enough money to pay. Children designate roles and initiate their own play, acting out familiar role-play scenarios.

Teaching is highly motivating and there are excellent learning strategies in place. Children are extremely engaged in learning and explore resources and their environment with excitement and enthusiasm. Children are immensely proud of their environment and take the inspector around on a 'guided tour'. Children are extremely confident and self-assured, excited by their resources and delight in celebrating the achievements of their peers. For example, children comment to the inspector 'have you seen my friend's Eid card, it's really good!'. Older children have designated phonic sessions each day where they learn about letter sounds and formation through the 'letters and sounds' phonic scheme. Literacy is taught in a variety of imaginative ways. For example, younger children make marks in shallow sand trays and explore mark making through paint, while older children use a sand kitchen in the outdoor area and scribe letters on the floor using sticks. In addition, children also use touch screen computers with an excellent array of age-appropriate learning software. This promotes children's critical thinking and ensures that children are keen and motivated learners. Children who speak English as an additional language are supported through close partnership working with parents, and assessing children in their home language, assessing children's understanding of English and using key words in everyday practice.

Staff have high expectations for children, and are enthusiastic and motivate children extremely well. A variety of strategies are used to support teaching, such as questioning, reflective time, phonic sessions, highly engaging resources, visual cues and daily room routines. Staff are highly motivated and create an ethos in which children become active and independent learners. Procedures for observing and assessing children are superb, and topics are developed through a six-week cycle. At first, staff observe children to identify their key interests, they then develop planning boards which incorporate children's ideas. Staff then reflect on the success of the topic and assess if they need to extend activities further, in order to allow children to practise and refine their skills. These robust systems ensure that staff identify children's developmental stage in learning and appropriate next steps with an excellent understanding of children's current needs. Staff work closely with parents to ascertain children's starting points on entry, which means that staff build up an excellent knowledge of children's skills prior to starting at nursery. This

information is used to form baseline assessments. Staff offer challenge to children through resources and through quality interactions. Assessment is rigorous. Children's next steps in learning are collated and data is produced to ensure that management have an overview of all children's developmental progress. Any identified gaps in children's learning are then superbly supported through play plans or education plans. Planning incorporates children's needs, social learning, parent comments, seasonal plans and suggested activities. Tracking of children is completed every term, which ensures that staff have excellent knowledge of children as they work towards the early learning goals. As a result, children develop strong skills to support their readiness for school and make outstanding progress.

Parents are involved in their child's learning through completing the 'all about me' document prior to children starting, contributing to children's development files with observations at home and being involved through different assessment stages, such as the progress check at age two. In addition the nursery has developed the 'parental pathway'. This is a scheme which the management team have developed to support children's learning at home through loaning a range of imaginative resources with activity ideas to undertake at home. Parents are kept exceptionally well informed of their child's progress. Staff have excellent partnerships with parents which enriches children's learning and development.

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

The staff give the highest priority to children's safety, while on and off the premises. For example, children undertake their own risk assessments before going on trips and outings. Children consider potential risks and actions they will take if they are presented with certain dangers. Children independently consider others. For example, children remind each other to walk safely while they are transporting sand so that 'nobody slips'. This shows that children are building an understanding of risk management. Children have an excellent understanding of routines. For example, pre-school children show an exceptional understanding of routines over lunch. Children set the table, serve themselves from platters in the middle of the table, pour their own drinks, scrape unwanted food into a bin and place dirty dishes in a bowl to be washed. Resources are outstanding, in particular the way that recycled resources are used to enhance learning. For example, children plant seeds in empty milk cartons, access an immense range of recycled materials in the creative area and use lengths of guttering to transport water from the top of the playground to the bottom. However, sensory resources in the outdoor baby area are less well used and there is scope to further enrich the youngest children's experiences in this area.

There is a highly effective and nurturing key person system in place. Children are allocated a key person prior to starting at the nursery, but if children form a greater bond with another member of staff, then key persons can be changed. This is always in agreement with parents. This is particularly important in the baby unit where staff form superbly warm relationships with babies as they follow care routines from home. For example, as a young child falls asleep in the highchair staff have already prepared a bed for the child with their blanket from home used as a comforter. Staff are fantastic role models for children, they engage in play, show children how to use resources, promote children's

thinking and take into account children's ideas for planned activities. On the staff team there are two male members of staff who provide excellent male role models for children. Behaviour is exemplary, staff praise children consistently throughout the day and as children are so engaged in learning, behaviour is excellent.

Staff promote a healthy lifestyle and the importance of exercise through a broad range of activities. Children access the outdoor area every day and go on regular walks in the local environment. In addition children also have dance lessons with a qualified dance teacher. Children delight in moving their bodies to a selection of music from around the world and taking part in set actions with enthusiasm and vigour. The sessions are extremely well planned and managed, and promote areas of learning from the Early Years Foundation Stage. The dance teacher extends learning during the session by asking children to recap on prior dance moves they have learnt and consider the effects of exercise on the body. This gives clear messages to children about the importance of exercise as part of a healthy lifestyle. One child comments 'my heart is beating faster now!'. After the dance session children take part in a 'calm down' session which involves children massaging each other. Children listen to calming music as they massage each other's backs with confidence and exhibit a high level of maturity. Activities like this support children's emotional well-being. Children are independent and have excellent self-care skills. For example, children wash their hands before lunch, access drinking water and independently use the bathroom.

Children are superbly prepared for transitions. As children move from room to room in the nursery, staff complete transition documents which allow staff to discuss children's current needs and interests. If children attend two providers at the same time, the nursery uses a 'communication book' which ensures that all carers are aware of children's needs. As children leave nursery to attend full-time education, staff always ensure that teachers are invited into nursery. Displays are made incorporating photographs of children's 'new teachers' and different uniforms are displayed so that children feel confident during transition. Children are excited about going forward on their learning journey and confidently speak of the things they will be doing at school. In addition, staff send a transition document, tracking information and samples of children's drawing and writing to school. This first class support provides children with excellent transitions from nursery to full-time education.

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

Safeguarding is outstanding because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are safeguarded and well protected in the nursery. All staff attend regular safeguarding training, effective child protection practice is constantly discussed at staff meetings and staff are vigilant in ensuring that procedures from policies are carried out to ensure the safety of children. For example, parents are reminded not to use mobile phones on the premises and visitors' bags are stored in the office to ensure that children remain safe. In addition, documentation, such as safeguarding audits, a visitors' book and recording of emergency evacuations, are in place. Robust risk

assessments are undertaken and daily safety sweeps are carried out to identify and minimise risk as appropriate. Robust documentation and staff work in partnership to keep children safe.

Learning and development requirements are fully understood by the management team. There is an excellent programme of staff support which involves management modelling practice, giving 'on the spot' mentoring and peer observations. The planning cycle works in harmony with staff supervisions, which means that management can have professional discussions with staff on current practice and identify how staffs' input is supporting children's progress. This facilitates the whole staff team being reflective practitioners and supporting children's progress as they work exceedingly well towards the early learning goals. There are robust systems in place to track children's progress which means that targeted support can be offered to support children's individual needs. Children make excellent progress in their learning and development.

The leadership team are inspirational and advocate exceptional self-evaluative practice. For example, all staff have a reflective journal and individual rooms undertake their own self-evaluation which ensures that priorities for change are identified to children's needs in individual rooms and not spread across the nursery. Staff constantly analyse and self-challenge to clearly identify strengths and weaknesses. Staff assess their own needs and managers work with a passion to support staff. For example, managers have recently given in-house training on different theorists behind early years practice to refresh staffs' knowledge and understanding on specific learning techniques. The management team undertake regular audits and use monitoring tools to assess the quality of provision. There are robust processes in place to support staff, such as excellent selection and recruitment procedures, induction processes, appraisals, supervisions and staff meetings. In addition, management ensure that staff regularly meet with colleagues from their other nursery to facilitate peer observations, mentoring and share excellent practice. The leadership team are highly involved in everyday practice and motivate staff extremely well through a full programme of continued professional development opportunities.

Staff have outstanding partnerships with parents which ensures that the needs of each individual child are exceptionally well known by staff. Excellent links have been made with a broad range of other professionals and purposeful partnerships ensure children's needs are superbly met. For example, links include those with the early years team, other providers, health visitors, speech and language therapists and educational psychologists. Partnerships with parents are exceptional and the nursery use a variety of strategies to inform parents of their child's learning and engage parents in nursery life. Parents are extremely complimentary about the nursery. They comment, 'my child is a happy little boy and loves learning, his vocabulary is fantastic' and 'staff have nurtured my child and made him the happy confident child he is today'.

### 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 action. 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>	EY456633
<b>Local authority</b>	Bolton
<b>Inspection number</b>	902244
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	121
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Canterburys Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01204770366

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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, which are usually the childminder's 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.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

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