

Eagley School House Nursery

The Old School House, Hough Lane, Bromley Cross, Bolton, Lancashire, BL7 9DE

Inspection date	20/08/2013
Previous inspection date	30/06/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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 nursery places a very high priority on the safety of children through its practical measures and partnership working with other professionals and agencies to support children's welfare.
- The nursery provides excellent opportunities to develop all children's communication and language skills, underpinning progress in other areas of learning. Consequently, all children are exceptionally well prepared for their next steps, irrespective of their abilities.
- Staff in the nursery show an exceptional commitment to providing dynamic learning experiences tailored to children's needs and support this with observation, assessment and planning that is of very high quality.
- The owner and staff are highly effective at using assessment of children's progress to make early interventions, which help to prevent future gaps in children's learning.
- Parents have a variety of ways to engage directly with their children's learning and also to make ongoing contributions to the drive for continuous improvement of the nursery.
- The nursery has a highly inclusive approach to obtaining the views of all who are connected with its services, in order to drive improvement, including staff, who evaluate the training they receive and how they can use it so that children make outstanding progress.

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 reviewed a range of information available about the nursery to prepare for the inspection and examined a selection of documentation.
- The inspector toured the premises.
- The inspector carried out observations of childcare staff and their interactions with children throughout the day.
- The inspector held a meeting with the owner and manager and spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was completed by the inspector, the owner and the manager.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

Eagley School House Nursery is privately owned and registered in 2003. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery operates from the ground floor of converted premises in Bromley Cross, Bolton. It serves the local area and is accessible to all children and parents. There are enclosed areas available for outdoor play for all children. The nursery has two pet rabbits and a guinea pig.

The nursery is open from Monday to Friday for 50 weeks a year. Sessions are from 8am until 6pm. There are 79 children on roll who are in the early years age range and attend for a variety of sessions. The nursery also offers care to children aged over five years to eight years. It provides funded early education for two-, three- and four-year-olds. The nursery supports a very small number of children with special educational needs and/or disabilities.

The nursery employs 15 members of childcare staff, all of whom hold early years qualifications at level 3 or higher. Two staff hold Early Years Professional Status and honours degrees in early years childcare and education. One member of staff is working toward a qualification at level 3. The nursery also employs a cook, a cleaner and a caretaker. The nursery participates in the local authority quality assurance scheme and also in local authority initiatives to support children's welfare.

What the setting needs to do to improve further

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

- consider extending the use of reflective accounts by staff to enhance the supervision and appraisal process.

Inspection judgements

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

Children make excellent progress in their learning, including those with special educational needs and/or disabilities, as key persons have an exceptional knowledge of how individual children learn. Staff make plans for inclusive activities based on their observations of what individual children can do. They use information about children's interests and experiences at home to help motivate them in their learning. Educational programmes have depth and breadth and are precisely matched to children's ages, stages and resulting needs. Observations are made frequently on children's learning and these are compared to expected developmental norms for children's ages. Highly comprehensive assessments are

made of children's learning, through tracking their progress in detail. This enables staff to see if progress is as expected, above, or below for their age and stage. Consequently, staff can address any gaps in learning that may emerge, so that early intervention can prevent greater future difficulties. The owner also uses assessments of children's learning and discussion with key persons as part of this process, as an additional level of monitoring to ensure the system is rigorous. Consequently, children with special educational needs and/or disabilities make excellent progress. This is because their progress and planning are meticulously checked to ensure their needs are precisely met. All children are exceptionally well prepared for their next steps in learning, including full-time school.

Staff interaction with children and babies is of a consistently high standard. As a result, the quality of teaching and learning is exceptional. This is because of the emphasis on developing children's communication in order to underpin learning in other areas. The nursery has a member of staff trained to provide support and guidance for others in teaching communication and language. This leads to expert practice being cascaded throughout the nursery, and contributes to children's rapid progress. Staff carefully plan activities such as 'listening walks' in the nursery's sensory garden, taking into account the needs of the individual children they are teaching. Their expert practice is evident, as children are required to think critically and then use sentences in order to express their ideas. Staff enthusiasm also motivates children to learn and they make excellent use of spontaneous opportunities. For example, when children discover a frog in the garden, or babies see a cat from the window, staff immediately make full use of the event for developing children's communication and knowledge of words. Staff consistently show an excellent ability to ask questions to develop children's learning. For example, when they support children to explain how they know if a noise is due to the wind in the garden or another child shaking a tree. Their skill in guiding children's ideas leads to children deciding that they know that the noise is not due to the wind in the tree, as they cannot feel a breeze. Therefore, it must be made by the tree being shaken.

Children participate in first-hand learning experiences frequently across the day, such as making cakes or preparing play dough. This leads to a dynamic learning environment, which maintains their motivation. Staff encourage children to solve their problems 'out loud', such as when their play dough is too sticky, in order to further develop their thinking and talking. In the baby room, staff describe what babies are doing as they play, modelling speech for them, to support them learning how to talk. They support babies' physical development by encouraging them to crawl between toys and also recognise when they want adult support to try walking between them. Staff provide a highly effective balance of activities based on children's interests led by adults and resources that children can use independently for their own ideas. Because of this, the learning experiences are precisely tailored to the needs of individuals or groups of children, enhancing their progress. For example, when a group of children in the two-year-olds room show staff they are interested in jungles, staff provide activities based on this, such as play dough with animal shaped cutters, relevant songs and stories and small world play with animal figures. Consequently, children's learning is exceptionally well supported across all areas of learning through planning combined with high quality staff interaction.

Parents have excellent opportunities to contribute to their children's learning. This includes

borrowing books for shared reading and the use of a 'take home toy' to encourage children to draw and write. Parents are regularly asked for information about their children's interests and experiences away from the nursery in order to support planning for learning. The nursery passes on highly comprehensive information about children's learning directly to their next settings, such as full-time school. This promotes continuity of learning and hence progress. Staff provide daily verbal or written information about children's activities and learning in order to support parents' engagement with their child's learning. Parents also participate in activities, such as charity fund-raising events, with the nursery to further extend their opportunities to engage with their children's learning. The nursery celebrates festivals and events that represent the families and children that attend and use this to teach the importance of the acceptance of diversity. Parents are encouraged to contribute to these whenever possible, in order to enhance the links for children between home and nursery.

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

The nursery operates a key person system in order to support children's emotional welfare and key persons show a consistently thorough knowledge of children, their routines and their preferences. Key persons can, therefore, provide excellent support for children's emotional well-being, which consequently enhances children's learning. Children and babies demonstrate superb confidence by exploring the space and resources thoroughly. In all areas of the nursery children developing a sense of responsibility and independence is a priority. For example, at meal times, children in pre-school carry the plates of food to other children, to develop learning about responsibility. In the room for two- to three-year olds, older children are encouraged to help set out cups and placemats for meals, in order to learn about helping themselves and others. Children in pre-school learn to manage their own needs for snacks and drinks by having ongoing access to fruit and drinking water through the day. This is because they choose to take snacks and drinks based on their recognition of their own needs.

Children's behaviour is excellent and they use resources safely, showing a high regard for their own safety and that of others. Older babies show excellent empathy with other children by offering them toys and staff praise this enthusiastically, to reinforce kind behaviour. Resources and toys are highly accessible indoors and out, covering the breadth of the areas of learning in the Early Years Foundation Stage. Consequently, children develop independence because they can make decisions about what to play with. Children's welfare is exceptionally well protected by a highly comprehensive range of policies and parental permissions. The nursery provides interesting outdoor play experiences which give children opportunities to take reasonable risk in their play, with careful supervision. This enables children to enjoy exercise outdoors and learn about the benefits of this in a healthy lifestyle. Food is prepared on the premises and children can make choices from a healthy range of options, supporting their enjoyment of a balanced diet. Children have opportunities to grow vegetables and help to tend these and then pick, prepare and cook them for meals. This helps them to learn about the basis for a healthy diet, through discussion with staff. Staff in the baby room are skilled at building children's language skills by repeating their words or phrases with extra single words. This helps children to learn gradually to speak in short sentences. Staff take care to inform children

and babies about care routines that are required, such as nappy changes, in order to maintain their emotional well-being and dignity. Overall, the use of everyday routines by staff across the nursery actively contributes to helping children in their social, communicative and physical development.

Children show a very good level of self-care and are able to manage a variety of aspects of personal hygiene appropriate to their age and stage. For example, staff talk to children about the importance of washing their hands thoroughly after handling the nursery pets or playing outside. As a result, children have opportunities to learn effective hygiene routines. All areas of the nursery are clean and well maintained to help prevent the spread of any germs. Robust practical safety measures are in place to help prevent accidents. An entry system requiring a code is used on the main door from the college, to protect children by preventing unauthorised access to the building. Parents demonstrate an excellent understanding of why they should not let unidentified visitors into the building. This shows that the nursery is effective in providing information regarding safeguarding procedures to them. Staff deployment is observed to be highly effective in supporting children's welfare and learning. For example, staff deploy themselves where they are most needed as numbers of children in rooms reduce towards the end of the day.

The times when children change room within the nursery are smoothly managed, with plenty of discussion with parents to support children during this. A highly flexible approach, which is based on the needs of the individual child, is taken at all times, to maintain children's emotional well-being. Children's moves to full-time school are incorporated into enjoyable learning experiences for children and they receive exceptional preparation in terms of independence skills and confidence for their next steps in education. The nursery requests information from any previous settings attended by children in order to inform their initial planning, and also seeks highly detailed information from parents to supplement this. The nursery demonstrates an innovative approach to settling children in, by making at least one visit to the child's home to play with them and observe them in a familiar environment. This is repeated as needed, for example, if a child is unsettled having changed rooms or the nursery has concerns about their welfare or learning. The nursery works in partnership with the local authority to deliver information to parents about safer infant sleeping during home visits, making a strong contribution to maintaining children's and babies' welfare. Highly comprehensive information to support children's good health and well-being is kept from when children join the setting, in order to meet their needs, such as dietary requirements. This is regularly updated in order to continue to meet children's needs effectively.

Parents can reassure themselves of their children's welfare by using the nursery website to see real-time footage of their children. This is through the use of a password system and the owner has incorporated the additional security measure of a 'time-out' feature, so that the parent is automatically 'logged out' after a few minutes. This helps to prevent unauthorised access to the images, protecting confidentiality. Care plans for children with additional health needs are regularly reviewed as information is received from parents or other professionals, in order to meet their needs. Partnership working with parents when the nursery has concerns over children's health is outstanding in the level of support provided for families. The nursery is meticulous in its approach to assessing how it can meet the needs of children with specific health needs or disabilities.

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

Risk assessments and safety checks are meticulous and reviewed whenever required so children can safely access a wealth of learning experiences on and off the premises. Staff have a very strong understanding of how to manage any concerns they may have about a child's welfare due to excellent knowledge of safeguarding procedures. Staff renew their safeguarding training annually in order to keep their knowledge up to date. All adults who live or work on the premises are checked and vetted for working with children, and staff make regular declarations regarding their ongoing suitability to work with children. All documentation related to statutory requirements is completed to a very high standard to support the safe and effective running of the setting. This includes a policy for the use of devices with cameras on the premises, such as mobile phones. The nursery's highly comprehensive policies and procedures underpin an outstanding level of care and learning for all children in the nursery. Staff demonstrate an excellent understanding of how to carry out their roles and responsibilities. This is because these are clearly defined and frequently reviewed with them.

Procedures for recruitment, induction and staff performance management are exemplary. As a result, the nursery has a dynamic and motivated staff team to maintain excellent care and learning for children. The appraisal and supervision process is exceptional in its rigor, so that staff receive highly frequent feedback in order to enhance their practice. Staff plan educational programmes based on the needs and experiences of individual children, which provide precise, optimal challenge for their age and stage of development. There are multi-layered systems in place to monitor the quality and consistency of observations, planning and assessment of children's learning. The quality of staff teaching is monitored through continual informal observation by room managers, along with formal peer observations as part of the cycle of six-weekly staff supervisions. As a result, practice to support children's learning is outstanding throughout the nursery.

Partnership working is an utmost priority. The owner, manager and staff work tirelessly to ensure that all children receive the help and support they need in and out of the nursery. Links with local authority services, through the highly effective links forged by the owner and manager, are excellent. This ensures that the nursery plays an exemplary role in multi-agency working, to ensure that all children and families receive the support they need. Parents' and children's views are constantly sought in order to tailor the nursery's provision to the needs of children and families. Self-evaluation is relentless and the owner works continuously to enhance the nursery's contribution to supporting children's learning and welfare, along with family resilience. Views and data from other professionals, agencies and settings are used frequently to inform the evaluation of the nursery's practice. This means that the owner can implement precise and highly effective strategies for enhancing the existing excellent care and education provided for children. As a result the nursery continues to be an outstanding provider of early years care and learning for all children attending. As a result, all children make outstanding progress in their learning.

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

Unique reference number	EY265410
Local authority	Bolton
Inspection number	915101
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	79
Name of provider	Eagley School House Nursery Ltd
Date of previous inspection	30/06/2011
Telephone number	01204 309 857

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

