

Eagley School House Nursery 2

598 Darwen Road, Egerton, BOLTON, BL7 9RY

Inspection date

05/11/2013

Previous inspection date

15/10/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 2

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

- The provider places the safety of children as an absolute priority, along with highly effective partnership working with other professionals and agencies to support children's welfare.
- Opportunities to develop all children's communication and language skills are good and underpin progress in other areas of learning. Children of all ages and stages are well prepared for their next steps in learning.
- Staff in the nursery provide enjoyable learning experiences based on children's needs and interests, through observation, assessment and planning that is of high quality.
- The provider and staff are highly effective at using assessment of children's progress to prevent future gaps in children's learning. Parents are encouraged to play a part in planning and in bringing about enhancement of children's care and learning in the nursery.

It is not yet outstanding because

- The provider has recently changed the ways in which she monitors the performance of managers, and the effect of this on children's learning and welfare is not yet robustly evaluated.
- The nursery has recently put in place strategies to provide even greater support for children's development in communication and language, however, the impact of these on children's learning is not yet clearly reviewed and identified.

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.
- 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 provider and manager and spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was completed by the inspector, the provider and the manager.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Eagley School House Nursery 2 was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 large grounds. The nursery is accessible to all children and there is a fully enclosed outdoor play area immediately available from each of the three main playrooms.

The nursery serves the local area and is open each weekday from 7.45am to 6pm for 50 weeks of the year, excluding Bank Holidays. There are a total of 15 early years practitioners working directly with the children, who have a relevant qualification at level 3 or 4. In addition, two staff are qualified to level 2, one has a foundation degree and the provider holds Early Years Professional Status and Qualified Teacher Status. The nursery also employs a caretaker and two cooks. There are currently 100 children on roll. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. It provides funded early education for three- and four-year-olds. The nursery also offers some out of school care to children attending local schools, and it receives support and advice from the local authority.

What the setting needs to do to improve further

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

- extend and evaluate the ways for ensuring that managerial staff are rigorously monitored and supported in their development of skills and application of knowledge, so that children's welfare and learning are continuously enhanced in the nursery
- disseminate further and then evaluate staff's use of the recently introduced approaches for enhancing children's progress in communication and language, in order to make sure staff provide greater precision in their questioning and interaction when supporting children's learning.

Inspection judgements

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

Children make good or better progress in their learning, including those with special educational needs and/or disabilities and who speak English as an additional language. This is because key persons have a detailed knowledge of how individual children in their care learn best. 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 are precisely matched to children's ages, stages and resulting needs and, as a result, motivate children further in their learning. Observations are made frequently on children's learning and these are compared to expected developmental norms for children's ages. Comprehensive assessments are made of individual children's learning, through tracking their progress in detail, including the progress check at two years. This enables staff to see if progress is as expected, above or below for their age and stage of development. Consequently, staff can address any gaps in learning that may emerge, so that early intervention can prevent greater future difficulties. The provider also discusses assessments of children's learning with key persons as part of her quality assurance checks, as an additional level of monitoring to ensure the system is developing further rigour.

Use is made of systems for tracking the progress of groups of children, in order to identify and address any emerging issues in practice or progress. This also enables the provider to target specific areas for staff training, such as when she recognises that further enhancements can be made to some staff's skills in talking to children in order to develop their thinking and speech. For example, programmes for teaching communication and language have recently been introduced, along with arrangements for more experienced staff to take on the roles of 'communication champions' to support others. This ensures children's development in this area is enhanced and so underpins their future learning success. However, these initiatives have only recently been implemented and have not yet been rigorously evaluated in order to fully identify their overall impact on children's learning.

Staff interaction with children and babies is consistently good and the quality of teaching and learning similarly so as a result. This is because of the emphasis placed on developing children's communication in order to underpin learning in other areas. Staff plan activities, such as making play dough with children using food colourings and herbs, to stimulate children's senses and provide greater opportunities for talk about what they experience. They help children to build towers using unusual materials, such as small blocks of frozen yoghurt, again to encourage children to use new words, while developing their manipulative skills. Text is displayed at child level in all rooms to help staff teach children that it carries meaning, and staff regularly make photo books with children about activities and outings, such as to local country parks or museums. These are used to help children recall their experiences and learn how they grow up and change over time, as well as providing material for discussion. Outdoors, staff hide familiar objects in the maze area and encourage children to look for them, such as when they have 'welly hunts'. They model counting for children when they find all the boots, in response to their learning needs, and praise children when they correctly identify colours and pictures on the boots.

In pre-school, staff use devices, such as recording 'wands', to help support children's learning of letters and sounds in small group activities, as well as providing experience for children of using information and communication technology. Staff group children in different ways to maximise learning, depending on children's needs. For example, they place quieter children in smaller groups to help them develop confidence in talking in front of others and to enable them to receive greater individual support from staff. Staff ask

children questions to encourage them to think about solving problems, such as when making a large jigsaw puzzle of the world. They encourage children to think about the image, colour and shape of the piece they have, so that they can better decide where it might fit. Later, when working with children on recognising letters, staff refer back to this, when children are trying to remember the initial sound of letter 'I', by reminding them that they pointed out a picture of an igloo in the puzzle to her. This helps to further reinforce learning by making links between activities.

Parents have opportunities to contribute directly to their children's learning, such as borrowing books for shared reading. They are regularly asked for information about their children's interests and experiences away from the nursery in order to further support planning for learning. The nursery passes on comprehensive information about children's learning directly to their next settings, such as full-time school, and local schools praise the nursery for the quality of information provided to help continuity of learning. Staff provide daily verbal and written information about children's activities and learning in order to support parents' engagement with their child's learning. Parents and children participate in activities, such as charity events, with the nursery to further extend their opportunities to engage with their children's learning. This also helps children to learn about diversity in their community and the wider world.

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 preferences. Key persons can, therefore, provide effective support for children's emotional well-being, which consequently enhances children's learning. Children and babies demonstrate confidence by exploring the space and resources thoroughly and by asking questions of unfamiliar adults. In all areas of the nursery, children develop a sense of responsibility, and independence is a priority. For example, at mealtimes, children in pre-school act as helpers and serve the plates of food to other children, to develop learning about responsibility. 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 the recognition of their own needs. Children in the two- to three-year-old room are encouraged to help tidy up toys in order to develop their links between words and objects, extending their vocabulary.

Children's behaviour is excellent throughout and they use resources safely, showing a high regard for their own safety and that of others. 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 very well protected by a highly comprehensive range of policies and parental permissions. The nursery provides an excellent outdoor play environment 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 as part of a healthy lifestyle. Staff enthusiastically encourage children to experiment with different ways of moving in the outdoor area,

developing their coordination and balance. 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 to tend these and then pick, prepare and cook them for meals. This, along with discussions with staff, helps them to learn about the basis of a healthy diet.

Staff in the baby room are skilled at building children's language development by use of signing and actions during song and rhyme times. This particularly helps language development for children whose learning is facilitated when they can move, as well as sing, watch or listen. 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. They talk to them during these times, to make further use of the opportunity to develop children's communication and language. In pre-school, staff use the time when children wash their hands before meals to reinforce their knowledge of letters and sounds. This is achieved by encouraging children to listen for the initial sound for their name in order to know when it is their turn to go and wash their hands. Overall, the use of everyday routines by staff across the nursery makes an effective contribution to children's social, communication 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 blowing noses 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 codes is used on the main door and to the childcare rooms, to protect children by preventing unauthorised access to the building.

The times when children change rooms 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. The move to full-time school is 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. For example, the nursery helps children to make photo books about the schools they are moving to, to familiarise them with these. 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 exceptionally caring 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 if needed and parents agree, 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 effectively kept and maintained in order to meet children's individual needs, such as dietary requirements. This is regularly updated in order to continue to meet children's needs effectively.

Parents can reassure themselves regarding 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 provider 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. The provider is meticulous in her approach to ensuring that the nursery meets the needs of children with complex or profound health issues.

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

This inspection was carried out following a notification from the provider regarding safeguarding issues and a change of manager. The inspection found that legal requirements in relation to staff's and managers' understanding of their roles and responsibilities are being fully met, and the provider has taken swift and highly effective action to ensure that existing staff and new managers have a clear understanding of the procedures to be followed in the event of concerns about children's welfare. As a result, the nursery continues to provide a good standard of care and learning for children, and some aspects of practice are excellent.

Risk assessments and safety checks are detailed and regularly reviewed to enable children to play safely and freely in all permitted areas. Staff have a highly comprehensive understanding of how to manage any concerns they may have about a child's welfare due to very recent additional training. The provider, managers, staff and any students are checked and vetted for suitability to work with children. All documentation related to statutory requirements is completed meticulously to support the safe and effective running of the setting, including a policy for the safe use of devices with cameras on the premises, such as mobile phones. A comprehensive range of policies and procedures are used to maintain a high standard of care and learning for all children in the nursery. For example, the procedures which staff follow to record and report any injuries children have on arrival at the nursery are rigorous.

Responsibilities of staff and managers are very clearly defined to ensure that they have a good and sometimes excellent understanding of how to carry out their roles to a high standard. For example, two staff have a designated responsibility to check daily for any concern forms completed by staff and managers regarding children's welfare. This is to ensure that any concerns are acted on rapidly, and that children's welfare is well protected. Procedures for recruitment, induction and staff performance management are comprehensive. The induction procedures for students are also detailed, in order to protect children's welfare and safety. Staff are supported to identify areas where they would like more training through regular meetings in a variety of groups and also through their six-weekly supervision meetings. This helps them to provide an enhanced level of care and learning for children by developing their professional knowledge and skills. The provider demonstrates an outstanding ability to maintain stability in the performance of

her staff at times of rapid change. For example, she takes steps to employ highly experienced and qualified temporary staff with managerial experience in order to support the existing team at these times. This enables high standards in children's welfare and learning to be maintained.

Staff plan educational programmes firmly based on the needs of individual children, which provide good levels of challenge appropriate to their age and stage of development. There are thorough systems in place which are now regularly used to monitor the quality and consistency of observations, planning and assessment of children's learning. This means that good or occasionally better practice to support children's learning is maintained throughout the nursery. The quality of teaching is monitored by managers through frequent planned observations. This enables any perceived underperformance to be quickly tackled so that staff continue to be clear about the high standards expected from them when working to support children's development. The provider and new manager demonstrate an excellent knowledge of strategies to support staff when they need to improve aspects of their practice, and implement these as required. For example, new teaching methods for enhancing children's progress in communication and language have recently been introduced, along with enhanced systems to monitor the performance of managers. These clearly reflect the high aspirations for quality of those in charge, although there is room to strengthen the impact of these new initiatives through more robust evaluation that identifies whether changes are having the desired effect on staff's practice and children's overall care and learning.

The nursery has excellent partnerships with parents, who praise it fully for the standards of care and education of children. They particularly praise the support provided by the provider and staff when children join the nursery or change rooms, in order to support children's emotional well-being. Partnership working with other agencies and professionals is exceptional, in order to maintain support for the range of needs of children attending the nursery. Parents contribute to the nursery's development, both through verbal and written means, in order to bring about continual improvement. Staff have frequent opportunities to share information for the evaluation process with the provider and manager at a number of regular meetings. This means that they can make a substantial contribution to enhancing the provision for children's learning and care. Overall, the provider's qualifications, experience and commitment lead to an excellent capacity for preventing staff underperformance and bringing about continual enhancement of practice within the nursery.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY442891
Local authority	Bolton
Inspection number	941962
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	100
Name of provider	Eagley School House Nursery Ltd
Date of previous inspection	15/10/2012
Telephone number	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, 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.

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