

Great Lever Nursery Ltd

Great Lever Children's Centre, Leonard Street, BOLTON, BL3 3AP

Inspection date

31/10/2014

Previous inspection date

09/10/2008

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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

- Children are extremely motivated and engage readily in new learning in this high quality nursery. Staff observe and accurately assess them, in order to plan sharply focused next steps in their learning. This means that they make rapid progress in relation to their starting points.
- Key persons are exceptionally skilled and sensitive and help children to successfully form strong emotional attachments and feel very secure within the nursery. They have a superb knowledge and understanding of the children that they care for which has an extremely positive impact on their physical and emotional well-being.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and ensures they are well protected.
- Partnerships with parents, other professionals and external agencies are exemplary and make a very significant contribution to meeting the needs of all children. Arrangements for supporting children as they move on to the next stage in their learning are exceptionally well organised and results in excellent continuity for children.
- Sharply focused self-evaluation includes the views of all staff, parents and children. This means that areas for improvement are effectively identified and plans for improvement are well targeted and achievable.

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 children's activities in all playrooms and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector carried out a joint observation with the manager and discussed the self-evaluation process.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback questionnaires obtained by the manager.

Inspector

Julie S Kelly

Full report

Information about the setting

Great Lever Nursery Limited was registered in 2008. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three playrooms within Great Lever Children's Centre. All children have access to an enclosed outdoor play area. The nursery is open from Monday to Friday, from 8am to 6pm for 51 weeks of the year, with the exception of bank holidays. There are currently 82 children on roll, all of whom are within the early years age group and attend for a variety of sessions. The nursery employs 22 members of staff including the manager. Of these, 15 have appropriate early years qualifications at least level 3. The manager and one other member of staff hold Early Years Teacher Status. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support 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:

- enhance staff's excellent knowledge and skills even more, for example, by continuing to provide opportunities for professional development and training in order to continue to improve learning outcomes for all children.

Inspection judgements

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

Babies and children thrive and are highly motivated to learn in this high quality nursery. They participate in challenging activities designed to capture their imagination and interests. Staff are full of fun and enthusiasm and this is imitated by the children, who are totally absorbed in their play and learning. Consequently, children consistently demonstrate the characteristics of effective learning. The environment, both indoors and outdoors, is superbly organised and resourced to offer extremely high quality learning experiences for babies and children. For example, babies have a wonderful time as they explore treasure baskets filled with objects of different textures, such as brushes, scarves, assorted textured balls and metal pots and pans. Toddlers and pre-school children learn about the properties of sand and water, soil and bark and investigate spiders and insects as they look through magnifying glasses. This promotes their strong exploratory impulse and natural sense of curiosity exceptionally well. In addition, the superb use of the outdoor environment provides excellent opportunities for those children who learn best through participating in large physical activities. For example, children develop excellent imaginative skills as they make pies and cakes in the mud kitchen and re-enact their favourite stories using puppets and story stones in the literacy garden. Staff are fully

involved in children's learning and play and are highly skilled at extending their knowledge and understanding through excellent teaching skills and high quality interactions. Consequently, all children consistently make excellent progress in their learning and development and rapidly acquire the skills they need for starting school. This includes those whose starting points are below those expected for their age and stage of development.

Staff place an extremely strong emphasis on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that provide them with an extremely firm foundation for their future learning. The highly effective use of small group activities teaches children to be part of a group, develop confidence and self-esteem and work collaboratively. Babies and children demonstrate high levels of independence as they move around the indoor and outdoor environment and select their own choice of toys and equipment. Children's communication and language development is supported exceptionally well by the knowledgeable and experienced staff team. Staff skilfully use a range of highly effective techniques, which have a significant impact on the progress children make in this area of development. Furthermore, they maximise on every opportunity during children's play and daily routines to develop these skills. For example, they talk to children all the time, ask open-ended questions to help them to communicate their thoughts and ideas and introduce new words to extend their vocabulary. Staff encourage babies to make sounds and babble by repeating sounds back to them to teach them about two-way conversation. They provide children with a wealth of opportunities to develop their large muscle control and coordination and the outdoor area is a haven where children can practise these skills. For example, babies confidently run up and down hills, jump on and off boxes and rock backwards and forwards on the see-saw. Older children negotiate space as they run around and avoid obstacles, make marks in dry sand with huge patterned rollers and ride wheeled toys. Children with special educational needs and/or disabilities are exceptionally well supported by staff who have an expert understanding of their individual needs. Staff confidently develop Individual Education Plans, together with parents and external professionals to set realistic targets to help children progress and reach their full potential. This demonstrates how the nursery is working to close the achievement gap. Children who speak English as an additional language are extremely well supported because staff find out and use key words and phrases in their home language to fully extend their understanding of English.

Staff complete accurate and precise observations and assessments that highlight children's individual interests and preferred learning styles. This information is used superbly in conjunction with their home experiences and translated into individualised planning that clearly identifies each child's next steps in learning. Children's learning records illustrate the rapid improvement in their learning. These are maintained to an exceptionally high standard, detailing photographs of the children involved in a variety of activities, their artwork and regular observations which are clearly linked to the seven areas of learning. Children play a dynamic role in their own learning and their thoughts and suggestions are taken into account by staff for future planning. For example, staff talk to children at key group times to discuss what they would like to learn while they are at nursery. Children tell staff that they would like to know what number comes after 10 and learn to tie their shoe laces so that they do not trip over them. A robust system is in place for tracking

children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures they receive targeted support and appropriate intervention if necessary. Staff value input from parents and work extremely closely with them from the point of entry. They obtain detailed information to find out what children can do and use this information together with their own observations to identify children's starting points. The whole ethos of the nursery is based around a holistic approach to teaching and learning and caring for children. Staff strive to find creative ways to engage parents in their children's learning and participate in nursery life. For example, they deliver practical training sessions and workshops to inform parents about how the experiences and activities the nursery provides help children learn. Newsletters inform parents of activities they can do to help support children's learning, such as collecting leaves and conkers when out walking and looking for numbers in the environment. In addition, staff encourage parents to borrow resources, such as books and maths activities to share with their children at home. Staff provide opportunities for parents to contribute to children's learning records and talk to them on a daily basis about what their children have achieved in the nursery. Parents are kept fully informed of their children's progress through regular daily conversations and parents meetings. Children learn about the next phase in their learning through discussions, activities and visits from school staff. Transfer documents are completed to ensure that teachers are fully informed of children's stage of development and know about their likes, dislikes and interests from comments made by key persons. These highly successful strategies in shared learning means that children experience consistency of care and learning to maximum effect.

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

An exceptionally well-established key-person system enables babies and children to form strong, secure emotional attachments. Staff's knowledge of their key children and their commitment to nurturing the well-being of every child in their care is superb. This successfully promotes children's sense of security and all-round well-being. Children are extremely happy in the nursery and are eager to participate in the exciting activities on offer. They are enthusiastic and chat excitedly to staff about what they are doing. Children are happy and content because they are cared for by warm, attentive staff who make sure that their physical and emotional needs are consistently met. Babies demonstrate extremely close relationships with their key person, as they actively seek them out for cuddles and reassurance if they are feeling tired or unwell. The arrangements for supporting children on entry to the nursery are extremely well planned in consultation with parents. Key persons gather information about children's likes, dislikes, daily routines and favourite activities. As a result, children quickly adapt to the nursery environment and confidently make new friendships. The settling-in process is further enhanced because staff find out from parents the individual words children understand for people, places and objects that are significant to them. These are displayed on the wall and staff use them when talking to children to promote excellent links between home and the nursery. There are excellent systems in place to support children as they move rooms within the nursery. For example, learning records are shared with the new key person and taster visits are organised, which promotes a highly effective and seamless process. The arrangements in place are extremely flexible and well-planned in consultation with parents based firmly on the individual developmental needs of each child. This means that children soon adapt to

the environment and develop confidence with the new routines.

Staff provide children with a wide variety of nutritious snacks and meals which are carefully planned to ensure they access a healthy balanced diet. They talk to children about foods that give them energy to run around and help their bodies grow. Children demonstrate a high level of understanding for their age as they explain that grapes, apples, tomatoes and pears are healthy foods. Their learning is further enhanced because they plant, grow and harvest fruit and vegetables from the nursery garden. Children develop an extremely good understanding of their own self-care and the importance of good hygiene routines. For example, they tell their family that they cannot have sugary drinks because they are bad for their teeth. Staff encourage children to do things for themselves whenever possible, while at the same time staying close by to help and support them if needed. Children demonstrate high levels of independence when managing their own personal care needs, such as washing their hands, setting the tables, buttering their own toast and serving themselves at meal times. Staff promote good health and well-being in a variety of different ways. For example, babies and children have access to outdoor provision where they enjoy the benefits of physical exercise and fresh air. In addition, children independently access quiet, cosy areas where they can rest and relax and play quietly. As a result, children's all-round physical and emotional well-being is exceptionally well promoted, which in turn has a significant impact on their learning and development.

Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day-to-day routines and understand the procedures in place to ensure they are kept safe. For example, they know they have to be careful when serving food because it is hot. Staff ensure that children are able to manage their own risks by providing them with opportunities and the freedom to take controlled risks as they play outdoors. For example, they teach children how to jump on and off boxes and walk across an obstacle course safely. In addition, children are also actively involved in devising risk assessments when they go out on visits. For instance, they discuss with staff the things that could be a danger to them and what they can do to ensure they stay safe. Children learn about expected levels of behaviour from the very positive role modelling of staff and from each other. Their behaviour is exemplary because staff provide them with clear and consistent boundaries and help them to learn to manage their own feelings. Staff consistently use positive praise and encouragement so that children feel good about themselves and what they do.

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

Safeguarding is outstanding because staff have an extremely secure knowledge and understanding of how to protect and safeguard all children. Thorough and regularly updated safeguarding policies and procedures are known by staff and underpin the excellent practice. Staff have an excellent knowledge of the signs and symptoms of abuse and procedures to follow in the event of a child protection concern. Furthermore, all staff have undertaken training to extend their knowledge and skills in this area. The manager

tests their knowledge by asking them to explain the procedure they would follow in given scenarios. Extremely strong links with external professionals and support services mean that children are exceptionally well protected. Any child protection concerns are recorded and rigorously monitored, so that children are fully safeguarded. Highly effective risk assessments for the premises and for all outings ensure that children are safe. Robust recruitment and induction procedures ensure that all staff are suitable and safe to work with children. The ongoing suitability of staff is closely monitored through regular supervisions and appraisals. Systems for monitoring educational programmes, individual planning and assessment are highly effective, so that children receive a rich and varied learning experience based on their individual needs. The extremely precise arrangements for assessment mean that staff can implement early interventions to support children's learning, including the involvement of other agencies and professionals if necessary. Rigorous procedures are in place for monitoring groups of children within the nursery, such as those who speak English as an additional language, children with special educational needs and looked after children. Subsequent analysis of the data ensures that any gaps in learning are quickly identified and the relevant support is put in place. This demonstrates how the nursery is working to close the achievement gap for vulnerable groups of children.

Through highly effective support mechanisms, such as role modelling, coaching and mentoring, staff are expertly guided in their practice to achieve the high aspirations of the manager and senior management team. The manager and all staff are committed to improving outcomes and achievements for children over a sustained period of time. Strengths and weaknesses are clearly identified and systems are in place to secure continuous improvement, including the ongoing review of parents' involvement in children's learning. Staff have worked incredibly hard to address the recommendations raised at the last inspection. This is particularly evident in the development of the outdoor area, which has undergone a dramatic transformation. Babies and children now thoroughly enjoy an extensive range of opportunities to develop their knowledge and skills across all seven areas of learning. Peer observations are consistently undertaken to help staff to share their knowledge and expertise and learn from each other, which ultimately enhances the quality of teaching and learning. Self-evaluation includes the views of parents and children and identifies specific areas for improvement, so that the needs of all parties are recognised and acted upon. The manager leads her team with great efficiency and wonderfully inspiring practice in all aspects of the nursery.

Partnerships with parents is a very strong. All parents and families are welcomed, valued and respected, which in turn has a positive impact on children's learning. Extremely close links with outside agencies and other providers to support children's individual needs is exemplary, including when children move on to the next stage in their learning. This provides excellent continuity for children. Parents are highly complimentary about the nursery and the care and education their children receive. They comment that they are well informed of children's progress and what they have been doing throughout the day, through daily verbal feedback and parents' meetings. In addition, they are very appreciative of the information they receive through newsletters and notice boards and are keen to be involved in children's learning. They comment that children make very close relationships with all staff and especially their key person, who children fondly talk

about at home.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY374367
Local authority	Bolton
Inspection number	858242
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	82
Name of provider	Great Lever Nursery Ltd
Date of previous inspection	09/10/2008
Telephone number	01204 855176

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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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