

# Bolton Nursery

Colby Lane, Bolton, Appleby, Cumbria, CA16 6AW



## Inspection date

14 April 2015

## Previous inspection date

23 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children receive a warm welcome at this friendly nursery where their individual needs are respected and supported well. They are settled, motivated to learn and enjoy a wide range of activities.
- Staff have a good knowledge of children's individual learning and development. They carry out regular observations of children's learning and use these to complete written checks of children's progress and plan activities.
- Staff have a good understanding of their roles and responsibilities in relation to child protection and safeguarding children. Consequently, children are well protected and kept safe from harm.
- Partnerships with parents and other professionals are well established and effective. This ensures that all children receive a good level of support and consistency in their care and learning.
- The members of the staff team are well qualified and work well together. The acting manager and committee are committed to continuous improvement and share a determination to support children's achievements further.

### It is not yet outstanding because:

- Occasionally, activities carried out at large group time are too long and not sufficiently focused on ensuring that the youngest children extend their listening and attention skills.
- The performance management of staff is not yet sufficiently rigorous to ensure that the good standard of teaching is enhanced and all staff consistently support children to develop their potential further.

## What the setting needs to do to improve further

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

- strengthen the good teaching by ensuring that activities delivered at large group time are sufficiently focused and give appropriate consideration to the age of the children, in order for younger children to sustain and develop their listening and attention skills
- enhance the systems for performance management, for example, by completing more rigorous observations of staff practice and using this information more consistently, to extend the good quality teaching.

### Inspection activities

- The inspector observed activities taking place in both of the nursery rooms, the after school room and the outdoor area.
- The inspector conducted a joint observation with the acting manager.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion and completed questionnaires.
- The inspector held meetings with the acting manager and the chair of the management committee, and spoke to staff and children during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.

### Inspector

Julie Morrison

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good. Staff use their knowledge of the children to promote their development across all areas of learning. As a result, activities are based on children's interests and their next steps in learning. Practice with the pre-school children is particularly strong. For example, during a local walk, staff encourage them to talk about the different places in which people might live. They also identify letters, shapes and numbers that they see on street signs. This prepares them very well with the skills they need for starting school. Children show a good interest in stories, for example, babies sit on staff's knees as they look at touch and feel books. Older children join in enthusiastically as staff use good teaching to engage them in stories at group time. However, at times, group time is too long for younger children, and as a result, is not sufficiently focused on developing the listening and attention skills of those children.

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

Children's emotional well-being is promoted well through the close relationships they have developed with staff. Staff provide good levels of care and supervise the children well, ensuring that they play and learn safely. Older children know how to keep themselves safe, for example, they state that they must look with their eyes and listen with their ears when out walking. Children have very good opportunities to learn about keeping healthy. For example, they are encouraged by staff to feel their heart beat after jumping up and down. Babies are supported to gain good control of their bodies and to explore their environment. Independence skills are promoted well; children are encouraged to put on their coats and help to tidy toys away. Children behave well and older children show care for the younger ones and have a good understanding of expectations in the nursery.

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

The acting manager demonstrates a very secure understanding of the Early Years Foundation Stage. Rigorous recruitment, vetting and induction procedures ensure the suitability of all staff. The management team supports staff well to undertake relevant training, and staff meetings are used to cascade knowledge and best practice. All actions and recommendations raised at the previous inspection have been addressed. This demonstrates a positive attitude towards continuous improvement. Systems to observe staff in order to evaluate further the quality of teaching provided were recently introduced. However, these are not sufficiently robust to ensure that evaluations of staff practice are more sharply focused to enhance the good quality of teaching. Although very new into post, the acting manager demonstrates a good understanding of the importance of maintaining a good overview of the educational programmes. This ensures that activities take into account children's stages of development and any gaps in children's learning or the provision are quickly identified and addressed. Parents state that their children are very happy attending nursery and comment on the good progress they have made.

## Setting details

<b>Unique reference number</b>	EY292208
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1010724
<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>	35
<b>Number of children on roll</b>	54
<b>Name of provider</b>	Bolton Nursery Limited
<b>Date of previous inspection</b>	23 June 2014
<b>Telephone number</b>	017683 62468

Bolton Nursery was registered in 2004. The nursery employs nine members of childcare staff. Of these, four hold early years qualifications at level 3, two hold level 4 and one holds level 5. One member of staff has Qualified Teacher Status and one has Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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