

Inspection date

11 December 2015

Previous inspection date

20 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and leaders aspire to improve. They have made vast improvements since their last inspection through their effective monitoring and continuous evaluations of practice. They inspire and motivate the whole team to further enhance their knowledge and skills through a good programme of support, coaching and training.
- Children form good relationships with dedicated and caring staff. Key persons provide comfort, reassurance and support during tailored settling-in sessions. This helps to nurture children's emotional well-being so that children feel assured and settled on entry to the nursery and as they move between rooms.
- The quality of teaching is good. Staff use their good knowledge of children's interests and information from their precise observations and assessments to plan a good range of activities for children to engage in, to build upon their prior learning. This helps children to gain the key skills needed to be ready for school.
- Staff use effective techniques to teach children the expectations for behaviour. Children eagerly engage in singing please and thank you for their lunch and are confident to demonstrate their good sitting, listening and looking during activities.
- Partnerships with parents are good. Secure electronic journals, communication diaries and an informative website help to engage all parents in their children's learning and development, both within the setting and at home.

It is not yet outstanding because:

- On occasions, during some group time activities, staff do not support all children's involvement when reading a story.
- Staff do not always recognise times when children would benefit from more opportunities to expend their energy, particularly for those children who prefer to learn outdoors.

What the setting needs to do to improve further

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

- strengthen good teaching even further during group time activities to provide opportunities for all children to be involved, particularly when staff read stories
- respond more swiftly to children's needs during the day, particularly for those children who prefer to learn outdoors, when their energy levels increase.

Inspection activities

- The inspector toured the nursery.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector observed children in each age range during their freely chosen activities.
- The inspector conducted a joint observation with the manager during a planned group activity.
- The inspector held discussions with the provider, manager, staff and children throughout the inspection.
- The inspector examined a range of documents, including evidence of suitability checks, staff qualifications and training, the policies and procedures, risk assessment records, self-evaluation documents and children's electronic journals.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Rigorous training ensures that all staff have a good understanding of the procedures to follow to protect a child's welfare. Robust recruitment procedures, effective ongoing suitability checks, thorough checks of visitors and effective daily health and safety checks contribute towards children having access to a safe environment. Staff are well qualified and work together very well. They actively observe each other's practice, attend further training and confidently liaise closely with other settings to seek out excellent practice. Staff are confident to apply their learning in practice, helping to provide good quality care and learning for children. Children's progress is monitored at every level to swiftly identify and support any gaps in learning. Inclusive and regular self-evaluation takes account of the views of staff, children, parents and others, and is very clearly focused on improving practice.

Quality of teaching, learning and assessment is good

Staff have high expectations of children and are responsive to their individual learning needs. They engage very well with children, helping to develop and extend their learning at every opportunity. Younger children enjoy developing their physical skills as they attempt to pull themselves up on carefully placed furniture. They enjoy looking at books and are helped to develop their vocabulary when repeating new words. Staff model action words when engaging in role play with children, to help them gain a greater understanding of what words mean. Older children listen to stories with great attention. The good range of questions that staff use to promote children's thinking helps them to confidently recall the events of a story. However, some children become disappointed when they are not all able to use props provided when staff read a story.

Personal development, behaviour and welfare are good

Children are happy and settled in this appealing and welcoming environment. Staff know children well and respond to their every need. They skilfully enhance their areas of play with books and resources to support children during any life changes, such as a planned visit to hospital. This helps them to feel assured and prepared. Children enjoy the responsibility of carrying out tasks for themselves to develop good independence. Older children take a leading role in serving their own lunch and younger children enjoy following instructions to complete simple tasks. The praise and encouragement they receive from friendly and caring staff help them to develop high levels of self-confidence. Staff listen attentively to the views of parents and children when creating new healthy menus. They teach children about the benefits of eating healthily and about the effects that physical activity has on their body, to promote their good health.

Outcomes for children are good

Effectively tailored support for children, including disabled children and those with special educational needs, children who speak English as an additional language and funded children, helps to ensure that any gaps in learning are narrowing. This contributes towards all children making consistently good progress from their starting points.

Setting details

Unique reference number	EY477742
Local authority	Bolton
Inspection number	1023045
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	50
Number of children on roll	41
Name of provider	Broad Oaks Nursery
Date of previous inspection	20 July 2015
Telephone number	01204 435073

Broad Oaks Nursery was registered in 2014. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and one holds level 2. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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