

The Red House Nursery

38 Smithills Croft Road, BOLTON BL1 6LN



Inspection date	16 October 2018
Previous inspection date	26 February 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

The provision is outstanding

- Staff establish outstanding relationships with children. They gather detailed information about children's starting points and this helps them to get to know children extremely well. Staff build on existing knowledge of children, and children make exceptional progress, including children who have special educational needs and/or disabilities.
- Children develop impressive communication and language skills. For example, younger children give explanations about how to use tools and what they are used for.
- The manager monitors the progress of groups of children and individual children exceptionally well. This ensures gaps are identified swiftly and extremely focused support is provided to support children to make outstanding progress in their learning and development.
- Children who prefer to learn outdoors benefit from an extremely stimulating environment that helps children to develop in all areas of learning. Children have outstanding opportunities to develop their physical skills as they climb trees and climb on a large climbing frame and fort.
- Staff are exceptional role models for the children. For example, they teach children about behaviour expectations and how to be kind to others. Children are consistently encouraged to use good manners.
- Partnerships with other professionals are highly effective. Staff work extremely closely with a range of professionals to meet children's needs.

What the setting needs to do to improve further

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

- continue to focus on the methods used to monitor staff performance to maintain excellence in the quality of teaching and learning.

Inspection activities

- The inspector observed the quality of teaching and learning during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager and discussed the impact of teaching on children's learning.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and looked at written documentation, including risk assessments, staff suitability checks and staff training records.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Paula Graves

Inspection findings

Effectiveness of leadership and management is outstanding

The manager is ambitious and committed to providing the very best quality standards for children. She evaluates the nursery to ensure a continued cycle of improvement. She has identified further ways to monitor staff to maintain the quality of teaching. Staff receive training in a variety of ways. They attend training courses that are extremely beneficial and keep their skills and knowledge up to date; for example, effective baby room practice. Staff introduce activities that encourage babies to explore using their senses. They provide high-contrast materials, such as black and white feathers, and playfully tickle the babies with them. The babies giggle with delight. Safeguarding is effective. All staff have a robust knowledge of wider safeguarding concerns and know how to report any concerns. This helps to support children's safety and welfare. Children learn how to keep themselves safe. For example, staff encourage them to hold the stair rail, concentrate and walk slowly down the stairs. Children demonstrate that they know how to contact a police officer when they need help, during role-play activities outdoors.

Quality of teaching, learning and assessment is outstanding

Staff enthusiastically extend children's learning. For example, they provide them with crates, planks and wooden blocks. They stand back and allow children to test out their ideas and work as a team to build a large road. Older children take part in dough gym activities. They pat, roll and squeeze the dough developing the muscles in their hands in preparation for early writing. Staff complete detailed high-quality observations. They assess accurately and plan challenging activities to encourage children to achieve the next steps in their learning. For example, older children are encouraged to make shapes using play dough and follow a pattern with them. Staff provide activities for parents to support children's learning. For example, they provide recipes to try baking activities at home. Staff support younger children's language development during activities. For example, they read with children and skilfully ask them questions about the book. Children are given time to answer their questions demonstrating their understanding.

Personal development, behaviour and welfare are outstanding

Staff consistently praise children's good behaviour, raising children's self-esteem. Children are encouraged to live healthy lifestyles. They develop an excellent understanding of how to make healthy choices. Staff provide balanced and healthy meals and snacks for children. Staff take every opportunity to encourage children's independence, and children develop confidence in their own abilities. They develop a close bond with their key person and settle quickly into daily routines. Staff and leaders undertake detailed risk assessments of the premises and provision minimising risks to children. Children thrive as they play with vigour, energy and enthusiasm.

Outcomes for children are outstanding

Children listen attentively to staff and respond well to instructions. They are highly motivated and eager to join in with activities. They are engaged in active play and encouraged to have a go and test out their ideas. Staff focus highly on communication and language development. All children have excellent communication and language skills. This prepares them for the next stages in their learning, including school.

Setting details

Unique reference number	EY355644
Local authority	Bolton
Inspection number	10060153
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	49
Number of children on roll	35
Name of registered person	Bailey Education Limited
Registered person unique reference number	RP527018
Date of previous inspection	26 February 2015
Telephone number	01204 840484

The Red House Nursery registered in 2007. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The manager and owner holds early years professional status and qualified teacher status. The nursery opens 51 weeks a year from Monday to Friday. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

