

# Canterburys Nursery and Out of School Club

24 Eastbourne Grove, BOLTON BL1 5LH



<b>Inspection date</b>	12 July 2019
Previous inspection date	6 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
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

### This provision is outstanding

- Members of the management team are inspirational leaders. They share their expert knowledge and experiences with staff, as they strive for continual improvement. The management team supports staff development through a robust supervision procedure. Targeted training plans are set and staff are encouraged to explore their passions within early education. For example, staff are supported to undertake additional qualifications, such as speech and language therapy training.
- Members of the management team are passionate about involving parents in their child's development. They provide activities, toys and resources for children to use at home. Staff offer exceptional guidance to parents on how to use these resources effectively to help their children to progress.
- Staff use their exemplary teaching skills to promote children's independent thinking and decision making. They encourage children to deliberate and make choices during a group discussion about what to name their new class pets. Children confidently discuss their feelings and different views as they cast their votes. They show unprecedented maturity as they respect their peers' differing choices. This is an excellent demonstration of British values.
- Children are enthralled by the wealth of enriching activities available outdoors. They enthusiastically discover how to manage their own risks during play. For example, they use trial and error as they decide which resources will work best when creating obstacle courses. Staff skilfully intervene to extend the play even further and also acutely understand how to encourage children to lead their own play.
- Staff are highly responsive to the individual needs of children. They use sharply focused observations to meticulously plan challenging experiences for children of all abilities. Therefore, all children, including those with special educational needs and/or disabilities, make substantial progress.

## What the setting needs to do to improve further

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

- build on the excellent opportunities children have to partake in physical activities by fully considering the use of available space.

### Inspection activities

- The inspector observed the quality of teaching, both indoors and outdoors.
- The inspector took into account written and verbal feedback from parents.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the general manager and the director of the setting.
- The inspector looked at documentation, including documents relating to the suitability of staff.

#### Inspector

Shauneen Wainwright

## Inspection findings

### Effectiveness of leadership and management is outstanding

Members of the management team are highly skilled in delivering the early years foundation stage. They rigorously assess children and create sharply focused teaching plans. This means identified gaps diminish rapidly and children quickly catch up to their peers. Additional funding is used thoughtfully to fully support the individual needs of children and their families. This has had a positive impact on ensuring that all children fully benefit from their entitlement to early education. The managers are strong role models. For example, they sit with the children at lunchtime, to demonstrate their high expectations of behaviour and to model good practice. Safeguarding is effective. Staff understand the steps to take if they are concerned about a child. This means children are very well protected.

### Quality of teaching, learning and assessment is outstanding

Teaching is consistently impressive and acutely tailored to meet children's individual needs. For example, staff provide children with a quiet, nurturing space for small-group work called 'the nest'. Children's language skills excel in this environment. This is because staff support children to communicate in ways that are clearly focused on specific stages of language development, for example through the use of visual aids. Staff provide an excellent array of resources to help prepare children for their transition to primary school. As a result, children's early literacy skills are developing rapidly. For instance, three-year-olds confidently sound out the first letter of animal names. They relish in their achievements as they say, 'It's a t-t-tiger'. Children demonstrate superb mark-making skills. They draw pictures of fruit, and enthusiastically write their names, as they vote for their favourite food in 'The hungry caterpillar'.

### Personal development, behaviour and welfare are outstanding

Members of the management team have an uncompromising drive to inspire compassion in children. They motivate children to consider the needs of others and the environment. For example, children partake in charity marches to raise awareness of endangered animals and deforestation. Children are excited to celebrate the uniqueness of their classmates. They offer praise and real admiration when peers bring artwork in to share with them from home. They show genuine appreciation for the achievements of others. Children enjoy experiencing yoga to warm up their bodies for outdoor play. However, children would benefit even further from this activity if it was completed in a larger space, as some children do not have room to stretch.

### Outcomes for children are outstanding

All children make consistently high rates of progress from their starting points. They are developing an excellent range of skills required for the next stage in their learning, including their transition to school. Children demonstrate outstanding early mathematical skills. For instance, staff support four-year-olds to successfully solve advanced number problems using the inspiring outdoor resources. Children's preparation for the next step in their learning is advanced even further as staff have highly effective relationships with local schools. For example, children thoroughly enjoyed attending a teddy bears picnic with a local Reception class where they met their future teachers.

## Setting details

<b>Unique reference number</b>	EY456639
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10109841
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	69
<b>Name of registered person</b>	Canterburys Nursery Ltd
<b>Registered person unique reference number</b>	RP532194
<b>Date of previous inspection</b>	6 August 2013
<b>Telephone number</b>	01204846279

Canterburys Nursery and Out of School Club registered in 1996 and is situated in Bolton. The nursery operates from 7:30am until 6pm, Monday to Friday, throughout the year. It employs nine members of staff. Of these, one holds a qualification at level 2, seven hold level 3, and two hold level 6. The director holds early years teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

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