

Canterburys 2 Nursery & Out Of School Club

Kingswear Drive, BOLTON BL1 6EX



Inspection date	21 August 2019
Previous inspection date	7 August 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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

- The experienced managers passionately monitor the consistency of teaching. Their rigorous performance management accurately identifies staff members' strengths and areas for development. They devise unique training plans for all staff to ensure that teaching is consistently excellent throughout the nursery. This means the quality of teaching is continuously improving.
- Children are exceptionally well prepared for the transition to primary school. Managers and staff liaise with local primary schools and emotionally prepare children for the next stage in their learning. Managers are committed to celebrating the uniqueness of every child. They produce 'four-year progress checks' for all children when they leave for school. This provides children's new teachers with essential information about their development and their one-of-a-kind personality. This helps to ensure children have the very best start in primary education.
- Staff enthusiastically and skilfully promote children's communication and language development. Older children experiment with new vocabulary as they repeat words like 'skeleton', 'fossil' and 'extinct'. Younger children begin to listen attentively and answer simple questions during 'cosy corners' intensive group-work time. Managers are committed to early interventions. The well-qualified staff use their additional speech and language therapy knowledge to quickly close any gaps identified. This also helps to promote progression in children for whom English is an additional language.
- Children are in awe as they hunt for bugs in the garden. They find spiders, woodlice and worms. Staff encourage children to respect these insects, and use this opportunity to help build children's understanding of the world. Children show maturity beyond their years as they quietly observe and consider the needs of the creatures they have found. They understand that all animals are important as they tell their friends 'be nice to the insects, you're bigger than them'.

What the setting needs to do to improve further

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

- continue to enhance the excellent standard of teaching to further promote children's early communication and language development.

Inspection activities

- The inspector had a tour of the setting with the deputy manager.
- The inspector considered written feedback from parents.
- The deputy manager and the inspector conducted a joint observation of the quality of teaching.
- The inspector viewed relevant documentation, including children's learning and development files.
- The inspector held leadership and management discussions with the management team.

Inspector

Shauneen Wainwright

Inspection findings

Effectiveness of leadership and management is outstanding

Managers are acutely aware of the benefits of working in partnership with parents. They are passionate about involving parents with their children's learning and development. For example, managers provide tailored learning activities for children to explore at home through the 'parent's pathway'. This positively impacts upon children's development, as they access consistent, quality learning experiences at home and in the setting. Safeguarding is effective. Managers have created a culture of constant vigilance. This means children's welfare is uncompromisingly promoted. Managers and staff expertly liaise with partner agencies to support families in providing prosperous environments for children. Managers have identified further opportunities to build upon staff's already excellent knowledge of communication and language development, for instance, through the introduction of specialist training to emphasise the importance of using correct vocabulary with babies.

Quality of teaching, learning and assessment is outstanding

The enthusiastic staff use their exceptional knowledge to promote children's critical thinking skills. Children are encouraged to engage with sustained shared thinking in order to further enhance their problem-solving skills. For instance, older children consider and compare different tools that could be used to create coin slots in piggy banks. The warm, enriched environment inspires children to explore. Children as young as two years old recreate traditional nursery rhymes with their peers. They use soft-play resources to act out 'Humpty Dumpty' and squeal with delight as they 'fall off the wall' into a ball pit. Staff use their comprehensive knowledge of how young children learn to extend this further. They encourage children to 'call the king's horses' and help 'put Humpty back together again'. This successfully promotes children's imaginative skills.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. They are considerate, respectful and kind. The youngest children show remarkable empathy as they nurture and support children who are settling in. Staff have built sincere, warm attachments with children. Toddlers are genuinely excited when staff members arrive for the day. They cheer, clap and laugh excitedly as they rush to embrace their key workers. Staff are highly motivated when supporting children's personal, social and emotional development. They use a 'well-being' scale to continuously monitor children and their happiness. Staff use this to create targeted interventions to ensure children are confident and developing a positive sense of themselves.

Outcomes for children are outstanding

Staff have exceptionally high expectations of children. They use robust assessment and monitoring to identify any gaps in learning, which are swiftly targeted and diminished. For example, children learn how to solve simple number problems while negotiating obstacle courses outdoors. This inspirational combination of physical and mathematical learning has motivated children, and contributed to an increase in their development. Additional funding is used thoughtfully to promote attendance and support children's individual learning needs. Therefore, children are making substantial progress.

Setting details

Unique reference number	EY456633
Local authority	Bolton
Inspection number	10109840
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 12
Total number of places	108
Number of children on roll	165
Name of registered person	Canterburys Nursery Ltd
Registered person unique reference number	RP532194
Date of previous inspection	7 August 2013
Telephone number	01204770366

Canterburys 2 Nursery & Out Of School Club registered in 2010 and re-registered in 2013 following a change of company status. It is one of three settings that is owned and privately managed. The nursery employs 25 members of childcare staff. Of these, one holds early years teacher status, 23 hold relevant early years qualifications at level 2 or above, and one member of staff is unqualified. The nursery runs Monday to Friday, for 51 weeks of the year, excluding bank holidays. 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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