

Broad Oaks Nursery

49 Bolton Road, Bolton, Lancashire BL4 7JN



Inspection date

19 August 2019

Previous inspection date

11 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- The quality of teaching is consistently good and occasionally outstanding, and is delivered by highly caring and competent staff. Staff complete frequent observations of children. They build an accurate picture of children's abilities and tailor teaching to support development.
- The staff show commitment and dedication. Many staff have been employed at the setting for a considerable amount of time. Consistency amongst the team helps to provide reassuring continuity for children and contributes to their emotional well-being.
- Recruitment, selection and induction procedures are closely observed to help ensure children are cared for in a safe environment. Furthermore, risk assessment checks are frequently completed by attentive staff to help promote children's welfare.
- The quality of teaching to support communication and language is particularly strong. Staff role model complex sentences, provide ongoing narration and ask questions to engage children in discussions. Children grow into confident communicators.
- Children and staff frequently laugh and giggle during their time spent at the setting. Laughter is exuberant and illustrates children's high level of emotional security.
- Children grow into empathetic and kind individuals. They care for the setting's pet birds and tortoise with compassion and respect.
- Staff reflect on their practice and each room has a unique detailed action plan. This helps to focus improvements and develop practice to benefit children and families.
- Systems to mentor staff, such as peer observations, are not fully established to help build staff's skills and ensure teaching is consistently outstanding.
- The provider aspires to make further improvements to the outdoor environment. However, plans to develop the outside learning space even more have not yet been implemented.

What the setting needs to do to improve further

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

- strengthen systems for coaching and make better use of peer observations to help improve the quality of teaching to an outstanding level
- implement plans to improve the already good outdoor environment and help to extend learning opportunities for those children who prefer to learn outside.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a number of discussions with the manager and staff. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views and comments of parents.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff discuss safeguarding at regular staff meetings. This helps to ensure they have good knowledge of child protection. Staff understand how to identify and report safeguarding concerns to help protect children from harm. Leaders and managers understand and implement all statutory and other government requirements. Staff complement each other's skills and share responsibilities seamlessly. Good teamwork contributes to the smooth running of the setting. Partnerships with parents are effective. Staff work hard to engage parents in their children's learning. For example, parents receive ideas and resources to continue children's learning at home.

Quality of teaching, learning and assessment is good

Children's interests are effortlessly weaved into play. They remain continually engaged and enthused in their learning. For example, children request to play hide and seek. Staff enthusiastically follow this interest and encourage children to hide in the garden. Learning is made fun and children remain motivated. Children benefit from a stimulating and broad programme of learning. Staff frequently change activities and display new games and toys. This helps to retain children's interest and enthusiasm in their learning. Children remain busy through an exciting programme of play. They learn about the diverse world in which they live, and grow into respectful and tolerant individuals.

Personal development, behaviour and welfare are good

Children arrive happy and settle quickly. They eagerly run into the setting, wave goodbye to their parents and enthusiastically join their friends. Children are happy and content in this friendly and welcoming setting. They are encouraged to take safe, supervised risks. Staff remain close by and offer support to help ensure children's safety and welfare. For example, children are encouraged to climb a tree. They hold on tight and climb, practising their physical coordination. Children develop excellent self-esteem and sense of self-worth as they successfully reach the top of the tree. Children enjoy warm, home-made meals each day, contributing to their good health. They have good appetites and enjoy their food, often asking for more when they finish. Children grow into healthy, confident and social individuals.

Outcomes for children are good

All children, including those who speak English as an additional language and children with special educational needs and/or disabilities, make good progress. Children are physically confident. They run, climb and balance with ease. Children navigate uneven surfaces and slopes when playing outdoors, demonstrating secure physical coordination. Children develop a good knowledge of mathematical language as they hide in different places. For example, they confidently count when playing hide and seek. Children develop good knowledge of positional language as they hide underneath objects in the garden and anticipate being found. Children confidently use technology and operate simple interactive computer games. They demonstrate secure hand-to-eye coordination as they play touch screen activities. Children prepare well for the next stage in their development and the eventual move to school.

Setting details

Unique reference number	EY477742
Local authority	Bolton
Inspection number	10106602
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	2 - 4
Total number of places	50
Number of children on roll	25
Name of registered person	Broad Oaks Nursery Partnership
Registered person unique reference number	RP911663
Date of previous inspection	11 December 2015
Telephone number	01204 792242

Broad Oaks Nursery registered in 2014. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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