

# Inspection of Great Lever Nursery

Great Lever Children's Centre, Leonard Street, BOLTON BL3 3AP

---

Inspection date: 9 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff are passionate provide a warm, nurturing and inclusive environment in which children feel happy and safe and settle in quickly. Parents praise staff for suggesting positive and consistent strategies to promote and reward positive behaviour. They say children are proud to bring home stickers, which are used to reinforce what children do well. Staff support children to be independent and take on additional responsibility. For example, children are willing helpers as they set the table and pour drinks for younger ones at lunchtime.

The management and staff team have high expectations of themselves and what children can achieve. They have a good understanding of children's abilities and ensure that the needs of all children are met. This includes children with special educational needs and/or disabilities and those who speak English as an additional language. Staff complete ongoing assessments and use these to promptly identify any gaps in children's learning and seek specialised early support. They establish particularly strong partnerships, working with parents and other professionals, including speech and language therapists, health visitors and social workers. This provides children with a consistent approach to support their learning and development, and helps them to make good progress.

## **What does the early years setting do well and what does it need to do better?**

- Additional funding is used effectively. For example, the manager has invested in an outdoors classroom. Staff use this to provide a calm environment and focus effectively on encouraging children's listening, attention and language skills. This helps to promote children's confidence to talk together in small groups and share their ideas and experiences.
- Parents are kept well informed about children's progress and what they have been doing at nursery. This is a key strength of the setting. They state that staff provide regular ideas to help them to continue children's learning at home. For example, they say that children were eager to take part in the autumn challenge. Children enjoyed learning about the different leaves and items they had collected outdoors.
- Staff promote children's understanding of how to make healthy choices. They talk to children about the impact healthy food has on their bodies. Staff teach children good dental hygiene routines and use action songs as children learn to brush their teeth.
- Staff provide children with opportunities that they may not experience at home. For example, children participate in weekly football sessions where they learn to listen and follow instructions. Children take part in regular visits to the local community. For example, they buy stamps from the local post office and post their letters to Santa. This supports children to begin to learn about money and

different methods of communication.

- On the whole, the quality of teaching is good and this helps all children to make good progress. However, the manager does not use highly effective methods to promptly identify weaknesses in the quality of teaching and learning. She does not provide highly targeted support, to help raise the quality of practice consistently to the very best level.
- Children are provided with regular opportunities to be physical and develop confidence in their own abilities. They are eager to play outdoors and move around with vigour and energy. Older children learn to hold a pencil correctly and form the letters of their name. Toddlers move objects from one hand to another and roll balls along the floor.
- Staff encourage children to take on a challenge and help them to develop confidence and resilience. For example, children keep on trying as they thread string through the hole to make bird feeders.
- Children form close attachments to staff and make friends easily. They are eager to invite others to join them in their play. Children listen attentively and enjoy participating in repetitive action songs and rhymes. They show a strong disposition towards learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a confident understanding of how to identify a possible concern about the safety or welfare of a child. They know the procedures to follow should they be worried a child is being abused. Staff have a robust understanding of wider safeguarding issues, such as 'Prevent' duty. They ensure that the environment is safe and secure and teach children about how to keep themselves safe. For example, children are supported to use scissors and cutlery with care. Staff help children to hold out their arms to help them to balance as they negotiate along the climbing apparatus.

## What does the setting need to do to improve?

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

- enhance the systems in place for evaluating staff practice and identify more precisely the areas for development, to help raise the quality of teaching and learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY374367
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10109769
<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>	0 to 5
<b>Total number of places</b>	64
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Great Lever Nursery Limited
<b>Registered person unique reference number</b>	RP904232
<b>Telephone number</b>	01204 855176
<b>Date of previous inspection</b>	31 October 2014

## Information about this early years setting

Great Lever Nursery registered in 2008. The nursery employs 18 members of childcare staff. Of these, two have early years teacher status, one holds a qualification at level 7, one holds level 5, two hold level 4, and 11 hold level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Cath Palser

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and evaluated the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- A tour of the nursery and joint observations were completed with the manager.
- Meetings with the manager took place throughout the day. The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019