

# Inspection of The Owls Nursery

580 Manchester Road, Blackrod, BOLTON BL6 5SN

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Inspection date: 10 August 2021 - 27 October 2021

<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**

Children's smiles show how happy and secure they are. Their laughter and chatter fill the air in this vibrant and busy nursery. Leaders are keen to provide an ambitious curriculum to help all children to thrive. Staff make learning enjoyable. They provide a child-led approach to planning and include some of the key aspects that children need to learn next.

Children are enthralled by activities and experiences that capture their interests. For example, staff provide stethoscopes and first-aid equipment. This helps to support children's animated role play as they take care of the dolls. Babies explore their cosy, but stimulating, room. They take their first few steps, supported by caring staff who cherish and encourage them. Children imitate animals as they put on a theatre production. Their hard work is rewarded with claps and cheers from the captivated audience. Children are confident and proud to be part of 'The Owls Nursery family'. They are fascinated by sensory tubes with lights and bubbles. Children beam at their reflection in a mirror. All children develop a positive sense of themselves.

Children eagerly enter the nursery each day. They are greeted by staff who welcome them with smiles and cuddles. Parents report that staff kept children safe during the COVID-19 pandemic restrictions. Parents are looking forward to being able to come into the nursery regularly again. They say that they miss the stay-and-play events. Staff are positive role models. They speak to children with kindness and sensitivity, and encourage children to share toys and to 'be a good friend'. Children behave very well because they understand the rules and expectations for positive behaviour.

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

- Early literacy is promoted well by staff. Children explore plenty of sensory materials. For example, young children use their small-muscle skills to pinch, press and splat pumpkin pulp. They also make marks in edible sand. Two-year-old children use sticks, twigs and other foliage, to print with paint. Older children explore the consistency of dough and slime. They expertly use scissors to cut out bat shapes which staff provide to support a current interest and theme around Halloween. Children who are ready to, learn rhyming words. They correctly identify that 'mat' rhymes with 'bat'.
- Staff focus on children's physical development and health. They provide children with rich outdoor play opportunities in the stimulating garden. Children run, climb, swing and balance in the fresh air. This has been particularly beneficial during the COVID-19 pandemic. Staff ensure that children are physically active. For example, older children energetically join in with daily 'wake-up, shake-up'

sessions. Younger children capably conquer steps and move over and around climbing apparatus. Children's physical development is strong.

- In the main, the curriculum is planned and delivered well. For example, staff give children lots of time to develop their confidence and social skills. Children participate in sharing games as they take turns to find items from a shopping list. Children work together and make 'mud buns'. Older girls excitedly chat about family holidays as they push each other higher on the swings. Staff plan some inspiring activities which spark children's interests and encourage their motivation. However, sometimes, the activity gets in the way of the intended learning. Staff do not plan precisely to build on children's prior knowledge, in readiness for what comes next.
- Staff seek input from parents and outside agencies to ensure that all children receive the best support possible. Children with special educational needs and/or disabilities are flourishing in this nursery. Additional funding is used well so that children get the help they need. For example, money was used to fund resources and games that help children to work together and cooperate. This has had a positive impact on children's behaviour. Older boys now know to wait and take turns to throw a ball into the basketball net.
- Staff receive regular training. Leaders identify staff's unique skills and interests and create bespoke roles for them, such as the 'physical champion'. Leaders identify development opportunities for staff. They coach them to be ready for promotion. All staff say that they feel well supported and valued by leaders. Leaders have reduced the level of paperwork to lessen staff workload, and have introduced new systems for planning. However, the monitoring of the new systems is not embedded, to ensure that planning focuses on the key skills that children need to learn next.
- Staff make stories exciting for children of all ages. Older toddlers become deeply engaged in tales that are a little bit scary. Pre-school children delight in acting out and enthusiastically recalling the story about a bear hunt. This stimulates meaningful conversations, positive interactions and animated role play. Furthermore, this helps children to develop a desire to read books themselves when they are older.
- Parents give high praise to the friendly staff. Parents and staff spend time in the parents' area, where they share important information that helps to promote their children's welfare. For example, staff inform parents about any minor accidents and injuries that happen at the nursery. Babies' individual care is discussed with parents and tailored to meet their unique needs by familiar key persons. Babies contentedly eat snack or sleep soundly in a safe and shaded outdoor area.

## Safeguarding

The arrangements for safeguarding are effective.

A strong safeguarding culture is embedded in this nursery. The provider ensures that all staff are well trained and are able to respond to any concerns about a child in their care. Staff know the action they must take if they are concerned about the

behaviour of colleagues towards children. Leaders carefully follow a step-by-step recruitment process that helps to ensure the suitability of new employees. Entrances to the nursery are secure. Staff check the identity of visitors before admitting them. When children are allergic or sensitive to particular foods, the nursery cook and her assistant cater for their needs. All staff know which children require an alternative diet.

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

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

- help staff to deliver a more precisely sequenced curriculum that builds on what individual children know and can do
- monitor planning more closely to ensure that it focuses on the key skills that children need to learn next.

## Setting details

<b>Unique reference number</b>	EY436980
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10213159
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	196
<b>Name of registered person</b>	The Owls Nursery Limited
<b>Registered person unique reference number</b>	RP531112
<b>Telephone number</b>	01942 832820
<b>Date of previous inspection</b>	10 August 2017

## Information about this early years setting

The Owls Nursery registered in 2012. The nursery employs 38 members of childcare staff. Of these, four hold qualifications at level 6, one holds a qualification at level 5, 26 hold qualifications at level 3 and two hold qualifications at level 2. One member of staff holds early years teacher status. The nursery opens from Monday to Friday all year round, except for Christmas week and bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Susan King  
Layla Davies

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the nursery.
- The manager and the inspectors carried out a learning walk of the nursery and conducted joint observations of teaching. The inspectors, the provider and the manager held meetings throughout the inspection.
- The inspectors spoke with staff and children throughout the inspection.
- The views of parents were obtained.
- The inspectors sampled and discussed documentation used in the nursery. This included checking evidence of the suitability of staff.

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.

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