

Inspection of Baby Bede Nursery

Morris Green Lane, Morris Green, Bolton, Lancashire BL3 3LJ

Inspection date: 10 January 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders have made some changes to the nursery in response to the COVID-19 pandemic. Parents now drop children off and collect them from friendly staff at the door. Some children arrive at nursery unsettled, however, staff offer children lots of comfort and reassurance and children settle quickly. Staff support children to take off their coats and find their named pegs to hang up their belongings. Children are beginning to develop their independence skills with the support of staff.

Staff have created a welcoming environment for children. Children are happy and safe. They play well with and alongside their friends. Children enjoy practising their scissor skills by cutting paper and other materials, such as play dough. Babies enjoy playing with cars and experimenting with how fast they move down ramps. Leaders have high expectations for children's behaviour. Therefore, children, generally, behave well. However, at times staff working with older children can be a little inconsistent with how they support them to understand and follow the nursery rules. Consequently, some children do not always follow rules, such as walking inside which can, occasionally, create a disorderly environment in some areas of the nursery.

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

- Leaders are passionate and intend for children to be challenged in their learning. Staff gather information from parents when children start. They make good use of observations and assessments to find out what captures children's interest. Staff plan learning opportunities to support children across all areas of learning. For example, staff support children to learn about number and value during group time. However, at times activities can be rigid and too narrow in focus. Consequently, some children lose focus and become distracted.
- Staff use songs and stories to support children's communication and language development. However, at times, not all staff engage in high-quality interactions with children during their play to further support their speech development. Therefore, although children are making progress in their learning and development, they do not always make the progress of which they are capable.
- Children are learning about the benefits of following a healthy lifestyle. They are provided with nutritious home-cooked meals. Staff support children to understand the importance of keeping their teeth healthy through regular teeth brushing. Staff recognise that children enjoy outdoor learning and children have regular fresh air and exercise in the garden. However, staff do not always consider how they can fully utilise the outdoor learning environment to ensure that children are engaged in purposeful play.
- Staff are supporting children to learn to share and take turns. Staff support children's emotional well-being well. Children are starting to learn about different

emotions. Staff plan opportunities for children to name and talk about their own feelings. Therefore, children are confident to seek out staff when they are in need of a reassuring cuddle.

- Staff support children to understand the world around them. Children have ample opportunity to visit the local community. They visit the shops to buy healthy foods for mealtimes. Children have the opportunity to take trips on the bus to experience different modes of transport. Children are learning about what makes them unique. They are invited to share different events and festivals, which support them to learn about other cultures.
- Parents comment that their children are happy and enjoy spending time at nursery. However, at times, some parents feel the collection of their children is a little rushed. Parents express that they do not consistently get enough information to keep them up to date with their children's learning. In addition, they do not always receive enough tailored support or encouragement to further children's learning at home.
- Staff feel well supported by leaders. They are able to access regular online training to enhance their professional development. Leaders make referrals for children with special educational needs and/or disabilities in a timely manner. This ensures that children are getting early help and support from other professionals.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of how to keep children safe and secure. Staff and leaders are aware of how to correctly report concerns about the welfare of children. Staff record accidents and report these to parents. Leaders review accident logs for trends and carry out risk assessments accordingly to remove hazards. Staff carry out daily checks of the indoor and outdoor environment to ensure it is fit for use. Staff are trained in paediatric first aid. They are able to demonstrate a good understanding of how to administer first aid. There is an evacuation procedure in place which is practised regularly and understood by staff and children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure staff have a thorough knowledge and understanding of child development and how young children learn to enable them to support children to make good progress	21/02/2022
ensure all parents are consistently receiving information about their children's learning and development and guidance on how they can continue to support this at home.	21/02/2022

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

- improve planning to ensure that learning opportunities are challenging children's thinking and encourage them to persist and maintain high levels of focus
- provide staff with additional support and guidance to enable them to further assist children with their speech development through high-quality interactions
- adapt the curriculum for outdoor learning to ensure that children who learn best in this environment are provided with challenging learning opportunities
- improve the curriculum for children's personal, social and emotional development, in particular opportunities to help children understand and follow nursery rules.

Setting details

Unique reference number	EY431532
Local authority	Bolton
Inspection number	10213201
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 at time of inspection	0 to 4
Total number of places	91
Number of children on roll	102
Name of registered person	St Bede's Childcare Limited
Registered person unique reference number	RP530849
Telephone number	0120461899
Date of previous inspection	27 June 2018

Information about this early years setting

Baby Bede Nursery registered in 2011. The nursery employs 16 members of childcare staff. Of these, two hold appropriate qualifications at level 2, seven at level 3, one at level 5 and two staff members have early years teacher status. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.

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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