

# Inspection of Little Holcombe Nursery

413, Brandlesholme Road, Bury, Lancashire BL8 1JD

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Inspection date: 15 March 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

Children truly thrive in this vibrant, welcoming and fully inclusive nursery, that is a hive of activity and laughter. Their behaviour is exemplary as they play harmoniously and explore and investigate their wonderfully resourced environment. Children relish the roles and responsibilities they are given. They prepare snacks independently and proudly wear special badges as they serve meals to their friends at lunchtime. Staff know children exceptionally well and have fantastically high expectations of what children can achieve. They effortlessly ignite children's passion and thirst for learning. For example, children pretend that they are an octopus and staff expertly challenge their thinking and understanding further. Children are encouraged to use technology to find out how many legs an octopus has. They absorb new language, such as 'tentacles' and excitedly share this new information with their friends.

Children are without doubt at the heart of everything that the dedicated staff team do. During the COVID-19 pandemic, when children were unable to attend, thoughtful staff recorded video stories to share with children. They created personalised activities for children to enjoy and shared these via email. Pictures of intriguing and 'magical' objects, such as a peacock feather, were sent to children to ignite discussion with their families. This outstanding practice was highly successful in ensuring that children quickly settled back into nursery life and the momentum in their learning was not lost.

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

- Tremendous consideration is given to children's well-being. Young children join 'the colour monster' on his journey as he talks about his feelings. Children develop their awareness of friendships and recognise and label their emotions as they gain vital skills in emotional literacy. They enthusiastically engage in yoga and mindfulness sessions, that prepare them well for learning and boosts their already exceptionally high levels of self-esteem.
- Since the onset of the pandemic, staff are extremely aware of the potential impact on children. They have worked tirelessly to ensure that children do not miss out on opportunities and experiences. For example, staff organised a virtual farm visit in collaboration with a local farmer. Children listened remotely to the story of 'Three Billy Goats Gruff' and watched in fascination as the farmer fed and milked his goats. Furthermore, children enhanced their awareness of technology throughout this wonderful, innovative experience.
- Staff working with babies and young children have an exemplary understanding of child development. They provide a wealth of opportunities for children to develop their core strength and stability in readiness for their next stage in learning. Staff are very responsive to young children's needs and recognise that

some children are anxious about separating from their parents. They offer an abundance of cuddles and reassurance in their kind and caring approach. As such, children who have recently started are extremely settled and quickly develop secure attachments.

- Provision for children with special educational needs and/or disabilities is splendid. Highly knowledgeable staff have an astute understanding of children's individual needs. Their detailed, well-considered interventions and robust partnership working with other professionals, ensure that any gaps in children's learning are swiftly identified and addressed.
- Children's communication and language is given utmost priority. Highly skilled staff continuously model new vocabulary, such as 'curator'. They ask an abundance of questions, that encourage children to think and share their ideas. Children benefit from a 'take and share' library. 'Sounds Sacks' assist those children who require additional support in developing their speaking skills. Furthermore, staff have attended highly purposeful training to equip them with the knowledge and skills to ensure that children make excellent progress in this area of their learning.
- Staff place considerable emphasis on encouraging children's individuality and uniqueness. They promote inclusion and challenge stereotypes. For example, staff ensure that parents share their families' culture and heritage to broaden children's awareness of others. Parents help staff to produce dual language labels and participate in cooking activities. Children learn about those less fortunate than themselves, as they sponsor children from other countries and collect items for the local foodbank.
- Outstanding and inspirational leadership motivates and drives the dedicated staff team. Leaders place great significance on investing in their staff team and ensuring their positive well-being. Staff receive excellent support and guidance from the nursery's teacher. They engage in regular and highly purposeful supervision meetings, observations of their practice and an abundance of professional development opportunities. This has a huge influence on children's learning and development, as staff are enthusiastic and highly committed to securing the best outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders create a culture of vigilance across the nursery. All staff have a robust understanding of their role and responsibility in protecting children from harm. They complete recognised accreditation schemes to give parents the continued assurance that their children are in very safe hands. Furthermore, staff teach children vital skills for their future in how to keep themselves safe. For example, young children complete risk assessments of the outdoor area. They impressively identify potential hazards, such as slippery surfaces and open gates. Children's knowledge of online safety is superb. Children talk about 'Smarty Penguin', a character they use to identify potential risk, as they explain the vital importance of 'stop, think and tell'.



## Setting details

<b>Unique reference number</b>	316753
<b>Local authority</b>	Bury
<b>Inspection number</b>	10198261
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	60
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Butterworth Family Childcare & Education Team Partnership
<b>Registered person unique reference number</b>	RP902363
<b>Telephone number</b>	0161 761 4575
<b>Date of previous inspection</b>	24 August 2015

## Information about this early years setting

Little Holcombe Nursery was registered in 2001. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2, 3, 4 and 6. One member of staff holds early years professional status. The nursery opens from Monday to Friday for 51 weeks a year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Cox

## 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 manager and has taken that into account in her evaluation of the provider.
- Discussions were held with parents, the manager, the provider and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The early years professional and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including, evidence of the suitability of staff, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the staff and children during activities and assessed the impact of teaching on children's learning.

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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