

Inspection of Eagley School House Nursery

The Old School House, Hough Lane, Bromley Cross, Bolton, Lancashire BL7 9DE

Inspection date: 15 June 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this nursery. They are completely immersed and captivated by the exciting, individualised curriculum on offer. The highly passionate staff team show genuine care and unwavering commitment to every child. They have hugely ambitious expectations for all, yet children still achieve beyond these expectations. Children are raring to learn. They jump at every opportunity to show off their impressive knowledge and social skills. Children are kind, compassionate and astonishingly mature for their ages. They constantly recall deeply embedded learning. Children are especially emotionally intelligent. They chant positive affirmations to themselves and their peers. Children remind each other that 'We are strong, we are kind, we are brave'. This is not simply a well-rehearsed chant, children understand what these feelings mean. Pre-school children explain that they are all unique 'We are all special and we all have different minds'.

The management team and staff are so proud of the children at this nursery. They feel pure delight when children reach their goals. This unyielding support reflects in children's behaviour. Children are respectful and have a relentless drive to explore and discover. They are curious learners. Staff recognise that some babies have experienced a bewildering social start in life due to the COVID-19 pandemic. They accommodate this, so successfully that children rapidly close these gaps in learning and show impressive levels of confidence. All children have strong voices. They share opinions, engage in conversations and communicate their needs effectively. They show that they feel empowered and listened to in this nursery.

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

- The management team have created a curriculum that is positive, challenging and engaging for every child. Staff are especially skilled at adapting the curriculum to become individualised and support each child's unique needs. This approach means all children not only experience high-quality teaching, but also, access a learning environment and activities that are perfectly suited to their own development and aims. Children soar developmentally. All children make remarkable progress and are extremely well situated for the next stages in their learning journeys. There is consistency across the setting because staff help to design and adapt the curriculum, they take ownership over it. This passion and understanding truly benefits every child.
- Children's communication and language development is a key focus. The management team are acutely aware that the COVID-19 pandemic has had an impact on some children's language skills. Staff across the nursery consider the needs and interests of every child, so that tailored areas can be created just for them. This helps to invoke conversation and helps children to feel relaxed as they recognise favourite toys from home or favourite cartoon characters. This

approach is a resounding success, as children develop a true love for reading and begin to say words for the first time while playing in their designated language spots.

- The management team are devoted to ensuring every child has a sound understanding of their own, and others, emotions. They have created their own programme which involves, meditation, self-regulation and mindful activities to support children to build this understanding. Children then use this knowledge to navigate daily life. They are extremely well prepared for modern life in Britain. Children are empathetic, considerate and patient. They recognise the worth in all people and this reflects in their impressive levels of respect and self-assurance. Children particularly enjoy 'mini-minds' sessions where they creatively express themselves and allow their bodies and minds to calm.
- Pre-school children are exceptionally well prepared for primary school. They are self-assured and self-reliant. They show embedded independence. Additionally, they have already achieved high levels of academic success. They begin to achieve goals they do not need to master until the end of Reception class. This is because children are so engrossed in fun activities they learn rapidly. Children sound out three-letter-words, blend letter sounds together and even support their younger peers to do the same. They are well set up for success.
- Parents label this nursery as 'life changing'. They particularly value the timely, outstanding support for children with special educational needs and/or disabilities. Parents recognise how well their children have thrived here. They note that their children are confident, excited and independent, due to the impactful curriculum and staff team.
- Staff well-being is a key focus for the management team. They feel that investing in their staff team's happiness, fulfilment and ambition can only benefit children. A dedicated staff well-being officer supports staff with all of their needs, personal or work related. Staff deeply appreciate this. They feel content and valued within their roles and in turn they show full commitment to the nursery and every child within.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is immersed in a culture of vigilance, proactivity and awareness. The management team and staff are passionate about continuously updating their own knowledge, so they can be alert to all possible safeguarding concerns and any needs arising in the local area. They know the children who attend this setting extremely well, alongside their families. This helps them to pick up on any changes in behaviour swiftly. All staff understand the procedures they must follow should they have concerns for the welfare of a child or concerns about the conduct of someone working with children. The management team work tirelessly to test and strengthen staff knowledge, so they can confidently deal with any situation which may arise. This helps to keep children safe.

Setting details

Unique reference number	EY265410
Local authority	Bolton
Inspection number	10109692
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 5
Total number of places	46
Number of children on roll	101
Name of registered person	Eagley School House Nursery Ltd
Registered person unique reference number	RP903321
Telephone number	01204 309 857
Date of previous inspection	20 August 2013

Information about this early years setting

Eagley School House Nursery registered in 2003 and is located in Bromley Cross, Bolton. The nursery is open from Monday to Friday, all year round. Sessions are from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children. The nursery employs 24 members of childcare staff. Three staff hold early years professional status and honours degrees in early years childcare and education. One member of staff holds a relevant level 5 qualification, 15 hold a relevant early years qualification at level 2 or above and five are unqualified.

Information about this inspection

Inspector

Shauneen Wainwright

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 their evaluation of the provider.
- 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children participated in the inspection by sharing feedback with the inspector.
- The manager and the inspector carried out a joint observation of an activity and evaluated its effectiveness together.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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