

# Inspection of Canterburys Infant and Toddler Centre

26-28 Eastbourne Grove, Bolton, Lancashire BL1 5LH

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Inspection date: 23 June 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is outstanding**

Parents say that children flourish in the dedicated care and nurture they experience at this outstanding nursery. The ethos of respect for others and the world shines through staff's and children's interactions. Children show they are happy and secure as they eagerly interact with various staff members. They are kind and gentle, taking great care of each other. Children respond promptly to instructions, full of anticipation for what will come next. They readily gather together to see what is in a bucket of curiosities each day. They focus superbly as they clap along and say 'ready, steady, go'. Staff noticed that some children felt overwhelmed in nursery after periods of isolation due to COVID-19. They purposefully use this activity to help children become comfortable in a group. Older children can now talk about special friends and chatter with each other.

Children are safe in a carefully designed, structured environment that promotes exploration and mastery of physical skills. They become immersed in learning through sensory stories and activities. For example, babies listen to rainforest sounds as they explore edible leaves. One-year-old children taste bananas and feel the spray of water as they hear stories about monkeys and elephants. Toddlers cut exotic fruits. Staff have high expectations for what children can learn. They use words such as 'habitat' and encourage children to make links in their learning.

Children calmly finish each day with a well-being check. They learn to be mindful and take care of themselves. For example, they check their clothes and follow the demonstration of how to blow their nose. Children cheerfully say goodbye to their peers as parents come to collect them. Staff help children use new words as they encourage them to describe their activities.

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

- A rich, bespoke and well-sequenced curriculum continuously builds on children's prior experiences. In particular, children's knowledge of the world is expanded through teaching about different environments, climates and conservation. Leaders ensure that plans precisely reflect individual interests and teach children the knowledge and skills they need to learn next. Staff encourage children to use their ever-growing knowledge in different situations. For example, one-year-old children begin to say number names as they are taught to count stacking cups. They then independently practise and apply their skills as they count, while pretending to be frogs jumping onto lily pads. As a result, children make exceptional progress from their individual starting points.
- The passionate and dedicated leader provides a thorough programme of professional development. She analyses staff's understanding, alongside children's outcomes, to plan relevant training for all. For example, many staff

have completed training on teaching basic sign language. Babies and young children sign as they begin to speak. This significantly enhances their communication skills. They are able to let staff know what they want and learn vocabulary rapidly. Staff, enthused by training, talk passionately about teaching and learning. They understand the areas that they teach extremely well.

- All staff know children and families exceptionally well. They celebrate individuals and promote diversity. Parents say they feel 'seen' through the language and representation at nursery. Staff encourage children's special interests and help them to develop their talents. Furthermore, they talk with parents about children's experiences outside of nursery. Staff skilfully enhance the opportunities parents provide for their children. Children grow in confidence and successfully extend their knowledge of what the world has to offer.
- Communication is at the heart of everything staff do. Staff are exceptionally skilled in sequencing children's language development. They swiftly and precisely identify when some children need additional support to develop their existing skills. Staff expertly teach children how to take turns in conversation. They purposefully lead children in refining their skills as they encourage them to describe what they are seeing and doing. Staff help children remember their recent experiences. For example, they ask children about their holidays as they discover shells. They extend children's learning superbly as they discuss temperature and the clothing they might wear. Children are extraordinarily confident communicators.
- Parents treasure the guidance they receive. They say the nursery's efforts to communicate and involve parents in every step of their child's learning are commendable. Staff talk to parents about children's health and well-being. They collaborate about the progress children are making. This helps to precisely target teaching and prepare children for their next stage of learning.
- Children with special educational needs and/or disabilities (SEND) are welcome and well cared for in a dedicated unit (NEST). Parents and professionals describe the immensely positive impact that attending NEST has on children. They say children settle in the small group, begin to focus and learn to communicate in a range of ways. Staff work with a host of professionals to plan targeted interventions and detail the help that children with complex needs will need at school. Consequently, children with SEND achieve the best possible outcomes.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders monitor local and national safeguarding training. They use this knowledge to deliver training to staff. The understanding staff gain is regularly checked through quizzes, which managers analyse to identify any gaps in knowledge. This successfully embeds a culture of safeguarding at the setting. Staff have an excellent knowledge of safeguarding, including how to report concerns. Children's safety and well-being are engrained in the ethos of the setting. Support for staff is strong, with a team approach to caring for children and each other.

## Setting details

<b>Unique reference number</b>	2511680
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10194507
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	60
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Canterburys Nursery Ltd
<b>Registered person unique reference number</b>	RP532194
<b>Telephone number</b>	01204846279
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Canterburys Infant and Toddler Centre was registered in 2019. The nursery offers places for children from 0 to 3. This includes specialist provision for children with special educational needs and/or disabilities. The nursery employs 24 staff, including a cook. Most staff have a level 3 qualification in childcare. Leaders have degree level qualifications, including one in speech and language. One holds qualified teacher status and another early years professional status.

## Information about this inspection

### Inspector

Susie Millward Sampson

## Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in their evaluation of the nursery.
- The manager led the inspector on a tour of the setting. She explained their unique curriculum design and how the environment is organised for learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- A joint observation of a group activity took place. The inspector discussed the quality of teaching and learning with the manager.
- Parents talked with the inspector and shared their views through email.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children told the inspector about their time at nursery throughout the inspection.

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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