

Inspection of Croft House Nursery

Bridge Street, Horwich, Bolton BL6 7BT

Inspection date: 5 July 2022

Overall effectiveness	Outstanding
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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

Children thrive in an environment that connects them closely with the benefits of nature and the outdoors. They are well prepared with the necessary skills to access outdoor spaces and enjoy regular forest-school sessions. During these sessions, children balance confidently and safely on beams to cross small streams and wade through water. As they explore the natural world, children develop a deep sense of curiosity and thirst for adventure. This motivates them to ask questions and make predictions, which spark interesting conversations. For example, children discuss how small animals, such as ducklings, need to be treated gently. Indoors, children continue to be immersed in nature. There are hidden nooks and dens that encourage communication and support children to rapidly make sense of the world around them.

Children are developing a respectful appreciation for the habitats of different animals and small creatures. They understand the impact of their actions on others and express kindness and consideration. Children have an awareness of their own and others' needs and this promotes behaviour that is highly conducive to learning. They are developing a very strong sense of community and celebrate what makes them unique. Staff have developed new ways to maintain positive communication with parents during the COVID-19 pandemic. Parents comment on how well adults know their children and how this encourages a sense of belonging. As a result, children are gaining the essential knowledge they need to secure their future learning and become educated citizens.

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

- Children benefit from a highly stimulating educational environment. Resources and equipment provide children with a unique and immersive learning experience. This ensures that learning is exciting and motivating. Children demonstrate a positive disposition towards their learning and they develop the ability to build on their existing knowledge and understanding.
- The curriculum is expertly sequenced and highly successful in ensuring that all children make rapid progress across all areas of learning and development. In particular, children are learning the essential skills to become competent communicators. As a result, children are able to communicate their needs and are showing increasing levels of independence.
- The highly effective programmes for literacy mean that children are learning the concepts and skills necessary to be confident readers and writers. Skilful delivery of the literacy programmes by knowledgeable staff means that children are exceeding in their understanding of letters and their associated sounds. This is strongly supportive of children's transition and learning in primary school.
- Staff have extremely high aspirations for all children. Support for children with

special educational needs and/or disabilities is exceptional. Staff are inspirational in their approach to identifying gaps in children's learning and monitoring their progress. Key adults work closely with parents. As a result, they are highly successful in securing support from outside agencies. This has a profound impact on children's ability to catch up and thrive.

- Children's investigative skills are supported well. They tackle self-set challenges with confidence and persevere until they achieve what they aimed to accomplish. This nurtures the ability for children to develop their problem-solving skills. For example, children use pipettes and different pouring containers to fill, empty and transport water. This helps children to develop key mathematical concepts relating to volume and capacity.
- A love of reading is promoted in imaginative ways throughout the setting. Themes from favourite stories are successfully woven into children's play spaces. Children seek out books and incorporate them into their play. Children understand that books contain meaning. They respect and appreciate the importance of books. A series of traditional tales, such as 'The Tiger Who Came to Tea' sparks interesting conversations.
- Staff well-being is of high importance. Staff feel extremely well supported and valued. This has helped to develop a culture of reflective practice, which enables staff to consistently consider the impact of their teaching on children's learning. Ongoing professional discussions are highly effective in supporting adults to constantly improve practice and ensure their teaching is inspiring.

Safeguarding

The arrangements for safeguarding are effective.

Staff are skilled at supporting children's well-being. They are vigilant and know how to respond to concerns in an appropriate and timely manner. Robust safeguarding training ensures that staff know what action to take should they have concerns about the behaviour of another adult working with children. Leaders understand how to successfully manage allegations made against staff. There are safer working practices in place. This helps to ensure that children are safeguarded during times when their intimate care needs are being met. Children are supported to take calculated risks safely in order to access the full range of learning opportunities. Staff receive regular training to ensure their safeguarding knowledge remains current and effective.

Setting details

Unique reference number	EY553522
Local authority	Bolton
Inspection number	10145266
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 11
Total number of places	150
Number of children on roll	267
Name of registered person	Croft House Nursery Limited
Registered person unique reference number	RP518326
Telephone number	01204697613
Date of previous inspection	Not applicable

Information about this early years setting

Croft House Nursery registered in 2017 and is situated in Horwich. The nursery employs 59 members of staff. Of these, two hold a childcare qualification at level 7 and have also achieved qualified teacher status. Three members of staff hold an appropriate early years qualification at level 6, 26 hold level 3 and six hold level 2. The nursery opens from Monday to Friday all year round. 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

Inspectors

Lisa Oakley
Lyndsey Murray

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspectors on a learning walk and talked about their curriculum and what they want children to learn.
- Children communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- The inspectors observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors observed the interactions between staff and children, and carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspectors.
- The manager showed the inspectors documentation to demonstrate 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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