

Inspection of Bolton Nursery

Colby Lane, Bolton, Appleby, Cumbria CA16 6AW

Inspection date:

7 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children arrive happily at this welcoming and friendly nursery. They benefit greatly from caring relationships with familiar and experienced staff. Babies grow in confidence from the care they receive. Staff have detailed knowledge of their key children's needs. They swiftly respond to children who may be upset and support them to engage in their favourite activities. Children demonstrate they feel safe.

Children listen and willingly respond to routines, knowing what is expected of them; for example, they help their friends at tidy up time. Staff create a pleasant, yet busy, environment. They model how to be kind and share. Pre-school children confidently talk to visitors about their outdoor adventures. Children behave well.

Staff are enthusiastic and show passion for what children are interested in. They inspire creativity in children's imaginative play as they 'dress up' and role play alongside them. Excitement fills the air as babies laugh repeating, 'ready, steady, go' for their cars to go faster up and over a bridge. Young children happily chatter as they weave in and out of transparent easels making swirling patterns with markers. Older children gasp in awe and delight, as they investigate how to make their friends reflections get bigger and smaller in the Christmas tree baubles. Children have a positive attitude for their next stage of learning.

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

- Parents are happy with the care and education their children receive. They comment on how 'kind, caring and affectionate' the staff are in this 'home from home' setting. Staff and parents share relevant information when children first start or move rooms. Leaders create further partnerships with the schools that children move to. Children are ready for their next stage of learning.
- Leaders have a clear understanding of what they would like children to learn. Staff develop a curriculum based on children's interests and what they can do. However, staff are not always consistent in how to implement curriculum intentions effectively. For example, on occasion, large physical games or targeted learning are carried out in the main room, as opposed to outdoors or quieter spaces. This distracts children's intended focus. As a result, children do not consistently make the best progress in their learning.
- Children have ample opportunities to be physical. Babies vigorously use large muscle movements to climb up and over a bridge. Children skilfully balance as they cross planks of wood without falling. Outdoors, children build coordination, walk with stilts and ride on scooters. Children squeeze dough or snip with scissors to exercise small muscle movements in their hands. As a result, children make good progress with their physical development.
- Overall, staff promote children's communication skills well. Children are

surrounded by conversation, singing and stories. Children who speak English as an additional language are supported with key words in their home language. Older children talk through their opinions and ideas. However, staff do not always encourage children to put their dummies away when they are not needed. This limits their opportunities to practise their developing speaking skills.

- Staff skilfully weave mathematics into children's everyday play. Babies and young children are introduced to counting and colours as they transport 'red cars' and sing number rhymes. Staff explore simple addition and subtraction with children using fingers to represent the total. Children predict how many bricks tall their friends are, introducing concepts of measurement. Children's mathematical and problem-solving skills are secure.
- Children who have special educational needs/and or disabilities (SEND) receive good care and support. Leaders work with external professionals to identify training needs of new staff to ensure they support children's targeted plans. Children with SEND settle quickly and progress from their starting points.
- Care practices are good. Staff promote the importance of healthy living and model good hygiene routines. For example, they discuss the importance of hand washing and how eating vegetables gives us energy. Staff discuss how children feel after outdoor play and the effects of cold weather on their bodies. Children have a good awareness of physical health appropriate for their age.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about how to keep children safe and are confident in fulfilling their responsibilities. The manager ensures that all staff receive regular training and updates about child protection and safeguarding issues. All staff know the signs and symptoms that might indicate a child is at risk of abuse. Staff are confident to whistle-blow, and they know who to report to if they have any concerns about a child's welfare or if an allegation is made against a member of staff. Robust recruitment processes ensure all adults are suitable to work with children. Staff make effective use of risk assessments to ensure that the premises are safe.

What does the setting need to do to improve?

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

- build on staff's understanding of how to further support young children's communication and language skills
- support staff to consistently implement the curriculum to allow all children to effectively engage and achieve the most from their learning experiences.

Setting details

Unique reference number	EY292208
Local authority	Cumbria
Inspection number	10263470
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	28
Number of children on roll	62
Name of registered person	Bolton Nursery Limited
Registered person unique reference number	RP518431
Telephone number	017683 62468
Date of previous inspection	3 May 2017

Information about this early years setting

Bolton Nursery registered in 2004 and is based in Bolton, Appleby in Cumbria. The nursery employs eleven members of childcare staff. Of these, one member of staff holds a level 6 with qualified teacher status, two staff hold an appropriate early years qualification at level 5, one holds a qualification at level 4, four hold a qualification at level 3, one holds a qualification at level 2 and two are unqualified. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan Mitchell

Inspection activities

- This was the first routine inspection that the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of 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.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Staff and children spoke with the inspector during the inspection.
- The inspector and the manager jointly evaluated a group activity with pre-school children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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