

Inspection of Casson Fold Day Nursery

1 Lower Leigh Road, Daisy Hill, Westhoughton, Bolton BL5 2EH

Inspection date: 12 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children separate from their parents happily and are greeted by warm and welcoming staff. They settle swiftly because staff know them well and provide the encouragement that children need to thrive. There is a keen focus on supporting children's personal, social and emotional development throughout the curriculum. Children form positive attachments with key persons, which supports them to feel safe and secure.

Children benefit from a range of experiences that develop their independence and self-care skills. This encourages children's enthusiasm for learning and supports their self-esteem. For example, the children in the pre-school room take great pride when they find their own names, stating the initial letter sound that their name begins with. Children are being well supported to develop skills to help them in their future learning and at school. Children behave well. Staff help them to understand what is expected of them and act as positive role models. They demonstrate manners, how to be considerate of others and the importance of sharing and turn taking. Puppets are also used at circle time to promote listening and attention skills. This helps support children to understand the behaviours that are expected of them during different times of the nursery routine.

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

- The curriculum is planned and organised well, and staff use children's interests to plan activities for a range of learning outcomes. For example, children who are interested in playing with blocks and bricks are encouraged to fill the buckets on a set of scales. The member of staff introduces mathematical language sensitively, such as 'empty', 'full', 'heavy' and 'heaviest.' She offers extra challenge by asking children to 'find two orange bricks' or 'three blue bricks.' This helps children to maintain their interest and engagement and develop their counting skills.
- Children with special educational needs and/or disabilities (SEND) are well supported. The special educational needs and disabilities coordinator (SENDCo) is experienced and knowledgeable. She works closely with parents, staff and other professionals to provide children with all the support they need. This helps children to make the best possible progress they can.
- Children have daily access to the outside environment, to support their physical development and well-being. However, the outdoor curriculum for younger children provides fewer physical development opportunities and experiences to encounter the natural world.
- All staff understand the importance of encouraging children to develop a love of stories, songs and rhymes. For example, children join in with the repeated lines of a rap song from the traditional tale 'The Three Little Pigs'. Babies enjoy

naming familiar body parts and sing the song 'Head, shoulders, knees and toes.' This helps children to explore a range of new words and begin to understand rhythm and rhyme.

- The relatively new management team has an accurate self-evaluation of the strengths and areas for development of the nursery. The team is developing action plans to help everyone strive for continued improvement. They have prioritised professional development reviews for all staff, new and old. Increased access to regular training and role-specific courses are already having a positive effect on children's outcomes.
- Staff suitably promote healthy practices. They carefully consider children's special dietary needs, preferences and allergies. Staff provide children with nutritious meals and snacks, and they teach children to wash their hands before eating. Staff encourage children to carry out activities for themselves, such as serving their own food at lunchtime. Children develop positive attitudes to being healthy.
- Parents speak highly of the setting and are particularly happy with the support they receive. Parents report that there is a strong community feel in the nursery. They appreciate the extra lengths staff go to, including the effective two-way communication using an electronic app. This helps staff to provide consistent care for all children, taking into account individual family circumstances.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of how to safeguard and protect children. All staff participate in regular child protection training. They know what to do if they have a concern about a child and the procedures to follow. All staff have a sound knowledge of the whistle-blowing policy and what they would do if they had concerns about an adult working with the children. The staff team are highly vigilant of children's safety. They conduct thorough risk assessments of the premises, as well as regular head counts. The manager checks the ongoing suitability of staff who work with children and monitors this regularly.

What does the setting need to do to improve?

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

- improve the curriculum for younger children, to develop their physical skills and to explore the natural world outdoors.

Setting details

Unique reference number	EY271730
Local authority	Bolton
Inspection number	10265257
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	75
Name of registered person	Casson Fold Partnership
Registered person unique reference number	RP910858
Telephone number	01942 873 161
Date of previous inspection	31 May 2017

Information about this early years setting

Casson Fold Day Nursery registered in 2004. The nursery employs 14 members of childcare staff. Of these, 13 hold early years qualifications at level 2 or 3, including one who holds qualified teacher status. The nursery opens from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year, excluding bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jenny Smillie

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 this into account in their evaluation of the provider.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector completed a learning walk and discussed the early years curriculum and the activities on offer for the children.
- The inspector carried out a joint observation with the manager and discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the SENDCo about how they support children with SEND.
- The inspector reviewed a variety of documents, including evidence of the suitability of staff, qualifications and first-aid certificates.

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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