

Inspection of Eagley School House Nursery 2

598 Darwen Road, Egerton, Bolton BL7 9RY

Inspection date:

19 September 2023

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

The leader's commitment to enabling every child to be emotionally strong ensures that children flourish in this remarkable nursery. The carefully designed curriculum supports children to believe in themselves as competent learners. Staff provide children with an emotionally supportive environment that promotes their high self-esteem from the earliest age. As a result, children are highly motivated to engage in the wide range of learning on offer. Staff model how to keep trying. Children demonstrate their resilience by not giving up when their learning becomes hard. Toddlers persevere to complete personal tasks, such as putting their shoes on independently. Staff value children's contributions, which means children are keen to share their knowledge. For example, children confidently tell staff what they have learned about the emergent layer of a rainforest. Children are empowered learners.

The expectations for children from staff are consistently high. Staff support children to learn how to manage their behaviour expertly. Therefore, children are socially developed beyond the expectations for their age. They show immense kindness and respect for one another. For example, pre-school children cooperatively build a home for a panda. They accept one another's ideas about how to make it better and apologise when they knock over part of the home accidentally. Even the youngest children show that they have learned to manage their behaviour with the help of sensitive guidance from staff. For instance, babies patiently, but excitedly, wait for their turn with the bubble wand. Every child's happiness and kinship to the nursery shines through.

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

- Leaders thoughtfully construct a curriculum that helps children to develop behaviour, skills and knowledge in an exciting and intuitive way. Staff have a thorough understanding of the curriculum because leaders ensure they are well trained in the approaches that underpin it. For example, staff attend a 'vision day' to strengthen their understanding of young children's behaviour. This means staff provide children with learning that meets their individual needs. Children make accelerated progress.
- Staff place high importance on the development of language and literacy skills. They precisely monitor children's communication development and plan opportunities to support the continual learning of new words. This means older babies have a good vocabulary and toddlers can easily converse with staff as they choose what to play with. As children mature, they learn to differentiate the sounds that objects and animals make. Finally, through lively 'eco-phonics' sessions, children learn that words are also made up of sounds. Children leave the nursery primed for successful early literacy learning at school.

- Children benefit from participating in a range of experiences that enrich their lives. For example, they engage in forest school, where they learn to safely use tools, such as hammers and nails. Staff consider children's starting points and their previous experiences to help them plan opportunities that will support them to develop further. For example, staff arrange trips that familiarise children with public transport. Children learn about similarities and differences in themselves and their community as they join in celebrations for Pride and a variety of religious festivals.
- The nursery has a dedicated team of special educational needs coordinators (SENCOs). They work closely with parents and/or carers and other professionals. This ensures that children can easily access the provision and receive any assistance they need to make the best possible progress. Staff receive specialist training, where required, to support children with special educational needs and/or disabilities (SEND). This ensures that all children are fully included and have their needs met.
- Leaders are passionate about providing a service that impacts positively on children and their families, staff and the wider community. Parents recognise that the nursery has made significant contributions to their child's positive development, even after they have left the nursery. Parents say that it is 'a great place for a child to grow up'. They appreciate the parent groups and podcasts that staff have designed to help them learn more about their child's development.
- A well-being coach is employed to provide staff, children and family members with supportive sessions as and when they need it. This service ensures that staff and families have dedicated support on hand to help them look after their own health and well-being. Staff report high levels of job satisfaction and are well protected from workplace bullying and harassment. Consequently, children are cared for in a truly positive and nurturing environment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff give safeguarding policy and practice the highest priority. They have a dedicated well-being programme called 'Mini Minds Matter'. This programme encourages children to look after their own health and well-being from the earliest age. Furthermore, children learn to take appropriate risks in their play. Leaders have supported staff to develop their understanding of relevant approaches, such as 'trauma-informed' practice. This enables staff to promote the physical, psychological and emotional safety of the children and their families. Staff understand the procedures they must follow should they have concerns for either a child or about the conduct of someone who works with children. This helps to keep children safe.

Setting details

Unique reference number	EY442891
Local authority	Bolton
Inspection number	10306928
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 4
Total number of places	66
Number of children on roll	95
Name of registered person	Eagley School House Nursery Ltd
Registered person unique reference number	RP903321
Telephone number	01204609099
Date of previous inspection	22 January 2018

Information about this early years setting

Eagley School House Nursery 2 registered in 2012. The nursery employs 32 members of childcare staff. Of these, 22 hold appropriate early years qualifications, including six at level 6 or above. Of these, one has early years teacher status and two hold qualified teacher status. Fifteen hold level 3 qualifications, and one holds a level 2. The nursery opens Monday to Friday, all year round, except for Christmas, from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-olds.

Information about this inspection

Inspector
Lois Hulley

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 nominated individual and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCos spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a literacy session with the nominated individual.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector 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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