

Inspection of Bluestone Nursery

351 Leigh Road, Leigh WN7 1TN

Inspection date: 25 September 2023

Overall effectiveness **Good**

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 are happy in the welcoming nursery. They show that they feel safe as they separate from their parents with ease, keen to start their day. Children choose from a wide range of exciting activities, indoors and outdoors. The curriculum is supported through strong outdoor learning opportunities, and children excitedly investigate the natural environment. Children practise their physical skills in the sand area. They play imaginatively in the mud kitchen, selecting plants to add to their mixtures or imaginary drinks of juice. Staff weave mathematical concepts into everyday activities. Children use mathematical language with increasing accuracy, calculating, for example, the number of steps it will take to reach the next spot. The well-delivered curriculum helps children to develop positive attitudes to learning.

Staff are good role models. They help children to understand how to regulate their feelings and emotions. Staff's sensitive interactions help babies to build strong bonds rapidly. Their thorough knowledge of babies' individual routines helps to support a strong start to each child's learning. In addition, staff help older children to develop a sense of responsibility and maturity. Children relish opportunities, such as to be a helper. Children help with tasks like handing out plates and sweeping up. Children proudly show that they can complete these tasks independently. Due to staff's positive interactions, all children behave well and in accordance with their ages and stages of development.

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

- Leaders have built a curriculum that focuses on what they want children to learn. They understand the importance of continuous professional development to help improve staff's knowledge and teaching of the new curriculum. However, they do not consistently provide training opportunities in response to each staff member's individual learning needs. This means that some staff are not getting the precisely targeted support they need to help embed the curriculum securely and consistently across all areas of the provision.
- Staff promote many aspects of the curriculum for communication and language well. They engage children in conversation about what they are doing and introduce new vocabulary, such as 'scoop', 'pour' and 'balance'. Children listen and copy words they hear. However, some staff are less skilled than others in supporting high-quality interactions. This means that children's speaking skills are not consistently extended.
- The curriculum for physical development is particularly strong. For example, toddlers explore paint using leaves and flowers, and they make marks using chunky chinks on the outdoor walls and floor. Children play jumping games, and they climb and practise balancing on a low-level wire tied between two trees.

This helps children to strengthen the large- and small-muscle movements needed for their future learning in school.

- Staff support children to develop a love of literature. They listen intently to favourite stories that staff read again and again. Children develop a love of reading and learn how to handle books with care.
- Staff support children's behaviour well. They provide a nurturing environment that helps children to feel relaxed and safe. Staff model expected behaviour and place a great emphasis on reward and praise when children behave positively. In turn, children form good relationships with one another. They play alongside each other, sharing and turn-taking with the paint. Children know how to behave well.
- Children with special educational needs and/or disabilities are supported well and are making good progress. Regular meetings take place with staff, parents and other professionals to set individual targets. Parents praise staff for their sensitive support of children's specific needs.
- Staff give children consistent messages about healthy choices and habits. They talk to children about the nutritious foods they eat and the importance of keeping their teeth strong. Children are familiar with the routines, such as for handwashing, that promote their good health. They benefit from plenty of fresh air and exercise during outdoor play.
- The manager works with parents very effectively. Parents appreciate the helpful information shared, stating that 'staff care for me as well as my child'. They have regular opportunities to talk to their child's key person at drop-off and collection times. This helps to provide continuity in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The provider's robust recruitment processes help to ensure that all staff are suitable to work with children. Staff know what action they must take if they are concerned about a child's welfare. They understand the whistle-blowing procedures should they be concerned about a colleague's conduct. Staff know the children and families very well. This helps them to identify when a child, or their family, requires help. The manager works very effectively with other agencies to ensure that families receive the early help that they need.

What does the setting need to do to improve?

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

- strengthen the support of staff to further improve their individual knowledge and practice and consistently embed the curriculum across the setting
- support less-experienced staff to engage in high-quality interactions with children that extend children's speaking skills.

Setting details

Unique reference number	EY500149
Local authority	Wigan
Inspection number	10308606
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 3
Total number of places	36
Number of children on roll	62
Name of registered person	Bluestone Childcare Limited
Registered person unique reference number	RP535387
Telephone number	01942 512791
Date of previous inspection	13 March 2018

Information about this early years setting

Bluestone Nursery re-registered in 2016. The nursery employs 15 members of childcare staff. Of these, two hold a childcare qualification at level 6, one holds a level 4, seven hold a level 3 and three hold a level 2. The nursery opens each weekday, from 7.30am to 6pm, except for public holidays and during the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- 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 carried out joint observations of group activities with the manager.
- The inspector spoke to parents at appropriate times during the inspection and took into account their views.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector spoke to staff at appropriate times during the inspection and took into account their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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