

Inspection of The Nest

Canterburys Infant And Toddler Centre, 26-28 Eastbourne Grove, Bolton BL1 5LH

Inspection date: 10 January 2025

| 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

The passionate staff team ensures that children at this unique setting, which caters for children with special educational needs and/or disabilities (SEND), are at the heart of everything it does. In addition, the holistic support for families is superb. For example, staff support parents with their applications for education, health and care plans to support their child's transition to school. Staff go above and beyond to ensure that children have the best start in life. Staff build wonderful relationships with children in this nurturing setting. As a result, children settle quickly, showing they feel safe and secure. Staff provide well-considered daily routines to help children to transition through the day. For example, as children enter the setting, staff support children to place their name on the welcome board and put their belongings away. Children beam with excitement as they prepare for circle time, and together, they sing a welcome song. Children develop a real sense of inclusion, belonging and ownership.

The curriculum is highly ambitious and supports the individual needs of children with SEND. Staff set high expectations for children. They carefully consider the key skills they intend for children to learn and adapt these steps according to each child's stage of learning. For example, staff recognise that children need to learn about colours before understanding how colours can be changed. They repeat experiences to help children to recall previous learning on colour recognition in their play. For example, children use pipettes to squeeze different colours together on the ice. They show impeccable concentration as they watch the colours change. Children burst with pride as they recognise mixing blue and red together makes purple. Staff offer an abundance of positive praise to children. This ignites a 'can-do' attitude to children's learning. Children make phenomenal progress in their development.

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

- Staff are inspirational. They know children extremely well and have an excellent understanding of children's learning styles and personal needs. Staff are very clear about what they want children to achieve. They use effective assessments and discussions with parents to precisely identify what children need to learn next. This enables children to make the best possible progress in their development.
- Children with SEND flourish in this highly inclusive setting. Staff work in outstanding partnerships with parents and professionals. They are supported by link professionals to deliver speech and language interventions for children. This helps gaps in children's development to close quickly and ensures that children receive tailored support to meet their individual needs.
- Communication and language are a key focus of the curriculum. Staff use every

opportunity to use key vocabulary and model new words. They have introduced sign language and visual aids to help children to communicate their wants and needs. This ensures that all children can express their views and ideas. Children use the resources confidently in their play. For example, children point to the 'finished' picture when they would like staff to stop pouring ice into the tray. Children demonstrate excellent communication skills.

- The provider is extremely passionate and highly motivates the staff team. Staff comment on how they feel safe and valued. The provider ensures that staff receive regular coaching and training sessions to support their professional development. For example, all staff are trained in supporting children's speech, communication and language needs. This allows staff to assist speech and language therapists in their local community and provide targeted support. This commitment helps to ensure a consistently outstanding quality of education.
- Parent partnerships are exceptional. Parents and carers explain that they 'would be lost' without the setting. They exclaim how staff are invested in supporting each child to reach their full potential. Staff keep parents up to date with their child's development and next steps in learning. Furthermore, staff share their sign of the week and focus songs with parents to support children's learning at home. This helps to maintain continuity in children's learning.
- Staff are outstanding role models to children. With their kind attitudes, they provide exceptional support to help children to understand the rules and boundaries in the setting. For example, staff support children to take turns through using a 'bucket of curiosities' each day. Children eagerly wait to find out what will appear from the bucket and respond promptly to the instructions given. They show high levels of motivation, engagement and positive attitudes towards their learning.
- Staff have prioritised supporting children's independence in the curriculum. Children learn to pour their own drinks at mealtimes and confidently feed themselves using cutlery. Furthermore, children display superb hygiene practices as staff support them to wash their hands and brush their teeth. Children develop excellent key skills that they will need for the future.
- Staff teach children about different cultures, festivals, families and celebrations in an age-appropriate way. For example, staff have supported individual children with visual aids to gain an understanding of praying. In addition, they have worked with local mosques to implement visual timetables and aids to support children with SEND as they visit the mosque. Furthermore, children visit local parks, cafes and shops, which help to develop their social skills within the community. This rich set of experiences support children's understanding of the wider world.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

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| Unique reference number | 2694185 |
| Local authority | Bolton |
| Inspection number | 10367875 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 15 |
| Number of children on roll | 24 |
| Name of registered person | The Nest Therapy Ltd |
| Registered person unique reference number | 2694187 |
| Telephone number | 07813472550 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The Nest registered in 2022 and is located in Bolton. The setting employs seven members of childcare staff. Of these, two staff hold appropriate early years qualifications at level 6 with qualified teacher status, and five staff hold a qualification at level 3. The setting opens from Monday to Friday, during term time. Sessions are from 9am until 3pm. The setting provides government funded childcare.

Information about this inspection

Inspector
Danielle Kelly

Inspection activities

- The manager, staff team and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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