

Bolton Day Nursery

C/o David Lloyd Leisure Club, Chorley Street, BOLTON, Lancashire, BL1 4AL

Inspection date	04/04/2013
Previous inspection date	01/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff have excellent knowledge of how children learn and provide challenging, varied and imaginative activities, as a result of precise assessment and planning. All children make very rapid progress, irrespective of their starting points.
- The nursery provides exemplary support to develop children's early literacy and communication skills, including for those children whose first language is not English. This is through emphasising children's independent use of information communication technology and small group discussion to promote learning.
- Children are highly confident and show a superb level of independence for their age. This is a result of first class staff practice and a dynamic learning environment that is organised so that children are consistently able to select resources for themselves.
- The nursery is successful in helping parents to be directly involved in their children's learning through events held in the nursery and parents receive highly comprehensive information about their children's learning.
- Partnerships with other professionals are highly effective in providing for children's needs. Transitions in, within and out of the nursery are exceptionally well-managed to promote children's emotional security and learning.
- Monitoring of all aspects of the nursery, including staff performance, is robust, leading to excellent practice. Leadership is outstanding and staff are highly enthusiastic about their work, which leads to children being equally motivated in their learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector reviewed a range of information available about the nursery, in order to prepare for the inspection.
A tour of the premises was made and the inspector had an initial meeting with the managers to establish a timetable for the day, which included time to discuss the leadership and management of the nursery.
- The inspector carried out observations on childcare staff and their interactions with children throughout the day and examined documentation related to children's welfare and learning.
- Some staff members were interviewed to ascertain their knowledge of areas, such as safeguarding and individual children's learning.
- A joint observation was made, by the inspector and the manager, of a member of teaching staff who was leading a small group activity for children.
- The inspector also spoke to children to gain information about their learning.
- Parents were encouraged to contribute their views about the nursery.

Inspector

Jennifer Kennaugh

Full Report**Information about the setting**

Bolton Day Nursery re-opened in 2004 and is one of a chain of nurseries owned by Asquith Nurseries Limited. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from within a self-contained, designated area in the David Lloyd Fitness Centre, close to Bolton town centre. Children have access to six playrooms, bathroom facilities and two outdoor play areas. They also take part in some activities within the Fitness Centre. The nursery has designated parking facilities for people with disabilities and there is ground floor entry which is fully accessible.

The nursery employs 27 members of childcare staff, of whom two are qualified at level 5 in a relevant subject and another 20 are qualified at level 3 or higher. Three staff are qualified at level 2 and two are unqualified. Nine staff are supply staff who the nursery can draw on to work flexibly. The nursery also employs a cook. The nursery is open from 7.30am to 6pm, Monday to Friday, apart from bank holidays and a short closure over the Christmas period. There are 117 children on roll, all of whom are in the early years age range and attend for a variety of sessions. The nursery provides funded early education for three- and four-year olds. It supports a number of children who speak English as an additional language and a small number of children with special educational needs and/or disabilities.

The nursery receives support from the local authority as well as from the training and development section of the limited company.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- explore ways to support more parents to contribute to children's learning files directly, and to help parents understand why this can promote children's learning.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Children make consistently strong progress across all areas of learning by the time they are ready to leave nursery for reception class, irrespective of their starting points when they begin to attend. This is because staff have excellent knowledge of the learning and

development requirements of the Early Years Foundation Stage. When children join the nursery, staff make sure to produce a baseline of what they can do linked to 'Development Matters in the Early Years Foundation Stage', based on their observations and the information provided by parents. This enables them to plan for children's initial learning and begin to track their progress so that any emerging gaps in learning can be addressed. It also means that advice and support can be obtained at the earliest opportunity from other professionals, with parents' permission, if a child is thought to have emerging special educational needs.

Staff lead effective small group learning sessions which can be planned or based on children's spontaneous interests. They make excellent use of the nursery's extensive information communication technology, such as when they display images related to number songs during small group times with this focus. Staff encourage children to learn actively, such as by supporting them to count out small plastic models to the value of the number card held by each child. They then help all the children to make sure that everybody has the correct number of plastic teddies for the digit shown on their card. Staff take care to use words, such as 'one more than' or 'less than', as they teach children early counting skills. They use their knowledge of how different children in the group learn best by incorporating song and rhyme into numeracy and are quick to re-direct the activity when some children show signs of being disengaged and ready for their afternoon snack. In pre-school, staff have developed the use of 'talking and thinking books' to support child-initiated learning. This can be either a result of a spontaneous opportunity from talking to children or a more planned approach. For example, if children are experiencing changes at home that parents have informed nursery about, staff can plan activities, such as drawing family members using the 'talking and thinking book'. This means that children have the opportunity to express their feelings and tell others about their news. The approach is also highly inclusive as all children who choose to participate have a turn to talk and, hence, develop their communication skills. The activity also helps to extend children's ability to draw and write, with staff providing differentiation as needed for individual children. For example, staff write words that some children need as captions for their pictures and children copy them, but others who excel at letters and sounds are given the words verbally so that they can have a go at writing independently. This individual approach to learning means that children receive strong preparation in early literacy.

Staff are skilled at using discussion to draw out areas of knowledge where children can benefit from more information and use technology to address this. For example, when children show that they do not know what a guide dog is, staff are able to gather them around the interactive whiteboard to search for images and audio information that shows them how useful a guide dog is for everyday life for a blind person. Children in all rooms have ongoing access to sand, water, paint, role play and construction materials. As a result, they have extensive opportunities to develop their own ideas about how to shape their play. The displays in individual areas, such as construction, are used by children to spark ideas for their play, such as when they see a picture of the Taj Mahal next to the large wooden bricks. They begin to use the bricks to try to copy the building with great enthusiasm, but find that they cannot balance them well enough to create the effect they want. Staff observe them and initially hold back to decide if adult help is needed, then step in when they hear a child say that the blocks 'won't balance and I find it hard to

balance as well.' They decide to use the opportunity to help children develop their whole body control by practising balancing on one foot, also giving them the chance to make observations on children in this area of development. As a result, staff demonstrate a strong knowledge of when to intervene to support learning and when intervention could prevent children from exerting their full creativity.

Staff caring for children under three years are observant and make highly effective use of what they see children are interested in. For example, when a child chooses to explore the basket of plastic fruit, they sit with him and begin to name them as he passes them to staff. They respond well when he begins to throw them, showing that he needs a more physical activity, by guiding him to the carpeted stairs in the corner of the room, for him to practise climbing up and down. They encourage him to make decisions about what to do next, such as, using the low slide or returning backwards down the steps. This helps to challenge his thinking and provides an opportunity to practise whole body coordination. The ongoing access to sand and water for very young children with careful supervision means that the nursery continuously provides a wealth of opportunities for staff to develop children's communication and manipulative skills. This means that children have an excellent basis for developing literacy skills later in the nursery, which is evident by the high standards shown by children in pre-school for letter formation and writing which needs no mediation to be understood.

Role play areas are provided in every room, except for the youngest babies, and staff are conscientious about providing writing materials to support children's literacy development in these areas. The themes of role play areas are changed regularly, as a result of children's expressed interests, to cover ideas, such as 'The hairdresser' or 'The cafe'. This helps to maintain children's interest and demonstrates that their views are important to the staff, developing their feelings of confidence and self-worth. The nursery celebrates a number of festivals that are important to children who attend, using food, art, dressing-up and stories. This teaches children to appreciate the diversity of their immediate and wider community. The nursery organises outings to help children learn about the living world and the seasons, such as by going to feed the ducks at a pond in a local park.

Parents engage with their children's learning in a variety of ways, including regular meetings with key persons every six weeks to share the progress reports that are produced for children. Progress reports cover all seven areas of the Early Years Foundation Stage for all children apart from the youngest babies, so that parents receive a complete view of their child's learning. The nursery has implemented the Progress Check for children aged two by providing highly detailed reports that are linked to expected development for their age and stage. These can be used to inform other professionals including health visitors as part of the nursery's conscientious approach to multi-agency working. Some parents are confident to make use of the 'home learning sheets' that are provided in each room for parents to take home every six weeks in order to provide information for staff to use in planning. However, this is not consistently well-used, although some rooms are having greater success than others through the use of displays to promote this. Consequently, some opportunities to further enhance children's learning are not maximised due to this inconsistency.

The contribution of the early years provision to the well-being of children

The provision operates a key person system in order to support children's emotional welfare and key persons show a superb knowledge of children and their families. This is due to their observations, information from parents and talking to children informally or during group times. Each child has a primary and secondary key person to provide cover for staff absence. As a result, children's learning is very well-facilitated due to their strong emotional security. They are extremely confident and self-assured, as a result of expert key person practice. Children's behaviour is excellent in all areas of the nursery, including when they take part in activities, such as dance in the main Fitness Centre. This is a result of staff consistently reinforcing the importance of using good manners and having regard for others. In the pre-school room, staff have supported children to devise 'Four golden rules', which they can confidently state. Children are observed to use all resources safely indoors and outdoors, showing an excellent regard for their welfare and that of their peers. They can explain in an age-appropriate way to staff about how to stay safe with regard to road safety and 'stranger danger', showing an excellent basis for later safe independence. Resources outdoors, such as large climbing frames with platforms and bridges, enable children to develop an understanding of risk through physical challenge combined with close supervision. In addition, the baby and toddler rooms have carpeted low stairs that lead up to low platforms with gently inclined slides. This provides indoor opportunities to develop an understanding of risk that are age-appropriate. The nursery chain has an extensive range of policies, procedures and permissions from parents to protect children's welfare and support their physical and emotional well-being. These are reviewed regularly or as needed, to ensure that they meet the needs of children in the nursery.

The resources indoors and outdoors are exceptionally well-arranged and varied. This promotes development of children's independence skills and enhances their opportunities to make choices about their play. Babies are encouraged to crawl due to the wealth of interesting toys at floor level, including many mirrors. They also have ongoing access to sand and water play with careful staff supervision, to stimulate their exploration of different textures and materials. This provides an excellent basis for building babies' communication skills as staff talk to them about what they see and feel. Highly stimulating black and white areas are provided for very young babies in order to develop their ability to focus. The use of predominantly natural materials, for the storage units, furniture and display backgrounds in the nursery provides plenty of textures for staff again to use in children's learning experiences and also provides a calm atmosphere. Evaluation of the nursery has led to two members of staff being given the responsibility for further development of the use of the outdoors, in order to enhance children's play experiences. Children delight in playing on the flexible bridge of the climbing frame, feeling it move as they walk, developing their balance. Toddlers watch absorbedly as staff blow up balloons and then let them go into the air, propelled by the resulting air jet. They chase after them delightedly, developing their whole body control, and enjoying exercise as part of their play.

Whenever possible, children serve themselves at all snack and mealtimes, to further develop their independence and manipulative skills. Staff encourage children to enjoy

meals as a sociable experience. They also use them to enable children to make a contribution by giving out cups and plates to others, providing this does not compromise the health or cultural well-being of others. Meals are healthy and children have independent access to water and snacks of fruit and breadsticks during the day. This promotes children's self-help skills. Care details for children, such as, regarding food allergies and intolerances or cultural and religious needs, are available to all staff to protect children's health and well-being. This is because the nursery uses a system of colour coded place mats with each child's photograph and any dietary information clearly printed on it. Children with allergies have food served by a designated member of staff to prevent contamination of their food, in order to support their good health. The nursery is sensitive to children's religious or cultural needs, such as by providing support for children to make religious or cultural observances prior to eating. The nursery shows a thorough commitment to equality of opportunity and promoting diversity. For example, when children from bilingual families join the nursery, key persons obtain significant words in their home language, to comfort them. They also display labels from frequently spoken languages apart from English in the nursery. The nursery also employs bilingual staff who can provide extra language support for parents and children. This means that problems due to lack of communication can be prevented. Procedures for the intimate care of children are effective, and protect both staff and children. Rooms for nappy changing and toileting have glass panels which allow a clear view of staff who are providing personal care for children and provides additional security for both children and adults. Key persons have an excellent understanding of the level of support needed by individual children for self-care and personal hygiene, providing a consistently high standard of care. Whenever possible, staff support children to develop independence, such as by encouraging them to get their own tissues for cleaning their noses then washing their hands afterwards.

The nursery provides very thorough information to parents prior to children joining and has a flexible approach to helping children settle. This is achieved through regular visits over eight weeks prior to joining which helps to familiarise parents and children with the nursery routines and the care and education offered. The long period of time for visits means that children can be observed by staff, so that they have more information to settle them and plan for their initial learning. Parents provide detailed information prior to children joining the nursery, so that staff have a wealth of information in order to support children's care and education. The nursery displays a broad range of information about local services and amenities for families, as well as information about the Early Years Foundation Stage and the current topics that children are learning about in the nursery. A regular newsletter is also produced to keep parents informed about any changes to the nursery and upcoming events, such as for charities, which they and their child can become involved in. Parents of babies and the very youngest children receive daily information sheets about their child's care, routine and learning, with an emphasis on the activities that children have enjoyed over the day. This means that parents are very well-informed about their children on a daily basis.

Transitions for children from the nursery to full-time school are smoothly managed due to close partnership working, including passing on detailed information about children's progress. Also, staff from the nursery visit schools that children will be attending to take photographs of their future staff and environment. The nursery then produces small books for children to take home and look at with their parents about their next setting. This

helps to promote children's emotional security at transition times. The nursery also welcomes staff from children's next settings to carry out observations of children in familiar surroundings. The nursery has established routes for exchanging information with other providers that children attend, to support continuity in children's welfare and education. Transitions within the nursery are exceptionally well-managed. They begin with key persons meeting parents to review children's progress prior to the change and parents receive a weekly report about their child's progress after changing room for three weeks as well as any usual daily and written information. This means that both parents and children are reassured at times of change, enhancing emotional well-being.

The effectiveness of the leadership and management of the early years provision

Risk assessments and safety checks are meticulous and regularly reviewed so children can move safely and freely in the areas designated for childcare. Staff receive regular training in safeguarding and demonstrate excellent knowledge of procedures to manage any concerns they may have about a child's welfare. All staff are required to make declarations at each staff meeting regarding any criminal convictions, to ensure that the staff team is always composed of highly suitable adults. This is in addition to the usual procedures for checking staff suitability through vetting and barring disclosures. The nursery maintains its own pool of supply staff who have been trained in company procedure and policy in order to maintain excellent standards of safety and welfare for children. Responsibilities of all staff and managers are clearly defined to ensure that all staff have a strong understanding of how to carry out their roles to a consistently high standard. There is an exemplary approach to recruitment and induction of staff, to ensure that a strong staff team is maintained. Comprehensive procedures are in place for induction of students, in order to protect children's welfare. All documentation related to the revised statutory requirements is meticulously completed to support the safe and effective running of the setting, including a policy for the use of portable data devices with cameras on the premises. Practice in the nursery is significantly enhanced by the wide range of excellent policies that underpin all aspects of children's welfare and learning, combined with the expertise of highly motivated staff and managers. Consequently, the nursery provides a superb learning and welfare experience for all ages of children attending.

Staff demonstrate consistently outstanding knowledge and practice of how children learn, and the requirements of the Early Years Foundation Stage. Consequently, children's progress is excellent, including for those children with special educational needs and/or disabilities. The nursery also provides exceptional support for children who speak languages in addition to English. The teaching of early communication, literacy and numeracy skills is exceptionally strong as the nursery recognises the importance of firm foundations in these areas for children to be ready for full-time school. The implementation of first class resources for information communication technology supports all areas of children's learning. This provides inspiring opportunities for children to explore equipment, such as interactive whiteboards and touchscreen computers, as part of their everyday learning experience. Staff make excellent use of the technology resources through both planned activities and to develop spontaneous learning opportunities stemming from children's talk and ideas.

There is an exemplary approach to evaluating the learning environment in order to ensure that children are provided with a wealth of fully accessible resources. This supports them to make independent choices about what to play with. All six rooms have a wealth of equipment which is precisely matched to the needs of the children cared for there, due to rigorous evaluation of how to match the learning environment with the needs of its users. The systems for monitoring educational programmes, individual planning and assessment are meticulous and carried out by multiple layers of management. This means that all children receive a consistently rich and varied learning experience based on their individual needs. There are precise methods for assessing children's progress, in order to plan interventions based on their observed needs, and narrow any gaps in progress. Managers monitor the quality of teaching and practice by frequently observing staff's interactions with children. This ensures that staff keep up high standards of care and education in all areas of the nursery. The nursery also has a rigorous system of weekly observations of staff by room supervisors in order to maintain high quality staff interactions with children which promote their learning. Partnership working with other professionals and settings to support children's individual needs is highly effective, including at transition times.

Parents praise the nursery highly for its dynamic approach to building partnerships with them and the ways in which the nursery keeps their children safe. A variety of formal and informal opportunities are provided by the nursery for parents to receive information about their children's learning, including written reports and regular meetings with key persons. Consequently, parents are exceptionally well-informed about their children's development. The nursery provides frequent stay and play sessions for parents, as well as baby massage sessions, to enhance parents' support for their children's learning and well-being away from the nursery. Parents are encouraged to contribute to the evaluation of the nursery through a range of verbal and written means and the nursery chain has a well-established system for supporting parents who use its service. Parents have an excellent awareness of how to make any concerns known to the nursery and who to ask if they have any questions about any aspect of the nursery's service. This demonstrates how effectively the nursery has established an 'open-door' partnership with parents, in order to maintain high standards of care and learning, through listening to their views.

Systems for staff performance management and identifying training needs are highly effective in supporting staff to perform to the very best of their capabilities. There is a very strong emphasis on broadening staff knowledge in order to provide better experiences for children through the use of the company's own training facilities. Staff have excellent opportunities to undertake further training and gain higher qualifications with the support of the nursery. They contribute their views to the evaluation of the nursery through regular staff meetings and the formal appraisal system, in order to play their role in continuous improvement. The evaluation of the nursery consistently demonstrates how reflection on practice translates into an excellent capacity for continuous improvement. The nursery has a relentless drive to produce the best possible care and early education for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY286390
Local authority	Bolton
Inspection number	909538
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	87
Number of children on roll	117
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	01/03/2010
Telephone number	01204 521 863

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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