

Bolton Pre-School & Day Nursery

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



Inspection date	8 July 2019
Previous inspection date	4 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The managers are passionate about parent partnerships. They encourage parents to contribute to their children's development. For example, parents enjoy access to a library. This helps to promote children's literacy skills as they read with their parents at home.
- Children learn to manage risks using 'Candy Floss', the health and safety mascot. This encourages children to explore their environment safely as they think 'what would Candy Floss do?' Therefore, children develop an understanding of how to keep themselves safe.
- Staff support children well during transitions between rooms. Children spend time in their new rooms while accompanied by their key person. This helps children to build bonds with new staff members prior to moving, which supports their emotional well-being.
- During lunchtime, pre-school children talk about healthy foods. They name celery, grapes and green beans and correctly identify which are fruits and which are vegetables. This helps to develop children's understanding of the natural world.
- Children are excited to access the stimulating environment. Younger children enjoy role playing as shopkeepers. They use their imaginative skills while serving 'ice-cream' to their friends. This helps to develop their communication and language skills as they describe flavours, such as 'mint' and 'raspberry'.
- The quality of teaching and children's learning is not consistent when their key person is absent. Staff do not know children well enough to be able to challenge them effectively. This means children are not involved with activities related directly to their next steps in learning.

What the setting needs to do to improve further

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

- ensure all staff members understand their role when covering absent key persons, so children's learning remains consistent and individualised.

Inspection activities

- The inspector observed activities, both indoors and outdoors, and assessed the quality of teaching.
- The inspector had a tour of the setting with the deputy manager.
- The inspector held discussions with parents, staff and the management team.
- The inspector conducted a joint observation with the deputy manager.

Inspector

Shauneen Wainwright

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The management team and staff access training to reflect the safeguarding needs of the area. Staff understand the steps to take if they are concerned about the welfare of a child. The management team seeks the views of parents, children and staff as part of the self-evaluation. For example, a children's committee has been created in pre-school. This allows the children to voice their suggestions for improvement. Recently, children asked for a nursery pet and were rewarded with a fish. This shows that children's views are respected, which promotes British values. Supervisions are effective and used to set targeted training goals for staff. This further improves the quality of teaching.

Quality of teaching, learning and assessment is good

Staff have a secure understanding of how to enhance children's learning. For example, pre-school children enjoy drawing weather charts. Staff then encourage children to take their charts outside to compare them against the sky. Children are delighted to find similarities between their drawings and the environment. This helps to develop their understanding of the world. Staff engage parents well. They encourage parents to share information about their children's home experiences. These are then added to their learning journals. Parents value this, and feel included in their children's development. Toddlers join in with action songs during circle time. They clap their hands and smile. This helps to develop early communication and language skills. Although there is a buddy key-person system in place to cover staff annual leave and sickness, some of these staff have less awareness of each child's learning needs. Therefore, activities are not consistently matched to children's individual next steps to help them make the best progress.

Personal development, behaviour and welfare are good

The settling-in procedure is robust. This means children quickly form attachments with staff. Babies who have just started walking gain confidence by holding their key person's hand. Children understand the importance of a balanced diet. For instance, during lunch, children are encouraged to try vegetables. They enjoy this experience and exclaim, 'I made a healthy choice'. Staff promote independence in pre-school. For example, children pour their own drinks and help with dressing and undressing. This helps to prepare children for the transition to primary school. Quality interactions between staff and children promote communication and language skills. During a focused activity, children discuss different materials. They broaden their vocabulary by repeating new words, such as 'resistant' and 'waterproof'. Children confidently talk to staff about their interests and experiences. For instance, they share stories about their siblings during group activities.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress from their starting points. Staff have accessed additional training in speech and language. They use their knowledge to deliver focused activities. This means children with delays in communication and language begin to catch up with their peers.

Setting details

Unique reference number	EY286390
Local authority	Bolton
Inspection number	10109706
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	0 - 4
Total number of places	89
Number of children on roll	89
Name of registered person	Asquith Nurseries Limited
Registered person unique reference number	RP900811
Date of previous inspection	4 April 2013
Telephone number	01204 521 863

Bolton Pre-School & Day Nursery registered in 2004. It is open Monday to Friday, all year round, from 7am until 6pm. The nursery employs 17 members of childcare staff. Of these, 12 hold an appropriate qualification at level 3 and three hold level 6. The nursery provides funded early educations for two-, three- and four-year-old children.

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