

Inspection of Canterburys Nursery and Out of School Club

24 Eastbourne Grove, BOLTON BL1 5LH

Inspection date: 13 June 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children develop loving relationships with their key person. They are greeted by friendly staff as they arrive at the nursery. Consequently, children feel safe, welcome and ready to start their day. Mornings begin with fun group sessions where children move their bodies to music, dance and sing together. This lively start helps them feel happy, energised and ready to learn.

The nursery offers a caring, homely environment where every child is made to feel special and supported. It is a place where they can explore, try new things and grow in confidence at their own pace. The activities and experiences are carefully planned to capture children's interests and spark their natural curiosity. For example, children are encouraged to bring in holiday photos to share with their friends. This helps them feel proud of their experiences and builds strong links between home and nursery life.

Children's well-being is a top priority. Each day, staff gently check in with children to see how they are feeling. Through simple routines and friendly conversations, children are encouraged to notice their emotions and talk about them. This helps them learn to understand themselves and feel more confident asking for support when they need it.

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

- Literacy is a key strength of the nursery. Children develop a love of literature through exciting storytelling and activities. Staff teach early literacy skills in imaginative and exciting ways. For example, they take children on an imaginative journey of exploration during their magic carpet ride. This excites children and encourages them to become creative thinkers.
- Leaders have systems in place for the supervision and support of staff. Staff report high levels of well-being and are aware of the open-door policy within the nursery. However, staff are not consistently clear on targets that contribute to their ongoing professional development. This does not consistently provide staff with ways to improve their already good level of teaching.
- Children are encouraged to become independent in the nursery. Staff encourage children to identify their own names and play an active part in remembering their nursery rules. In the main, children behave well and are becoming independent learners.
- The curriculum and ethos are embedded well throughout the nursery. It is ambitious and supports children to continue building on their current knowledge. Leaders and staff have developed a curriculum that supports children to learn about new and exciting concepts. For example, children learn about the rainforest and different animals you may find there. Overall, children are

developing a positive attitude to learning and display high levels of engagement.

- All staff follow good hygiene practices and support children to learn how to manage their personal care needs. For example, staff encourage children to check in with their bodies each day. They remind them to wash their hands after toilet trips and give their faces a wipe to ensure they are clean. This supports children to develop their health and self-care skills.
- The nursery works well in partnership with parents. Regular updates are shared, and staff also send home learning activities every two weeks that link to what the children have been learning at nursery. As a result, parents are kept informed of how they can help their children at home.
- Children practise their physical development skills in the garden. They have opportunities to climb, swing and run. Staff teach children to manage risks appropriately, and this builds children's confidence.
- Children in the pre-school room love spending time outside exploring writing activities. They use wooden letter blocks to help them learn how to form letters by copying them, which makes learning to write fun and practical. For example, children proudly write special cards for their family members, showing how they are beginning to use their writing skills in meaningful ways. Children play with rhyming words, which helps them become more aware of sounds in language.
- The support in place for children with special educational needs and/or disabilities (SEND) is excellent. Staff know how to support their key children, and they do this well. This helps to ensure that children with SEND have their needs met and receive the specialist help and care they require to fully thrive.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- further develop staff supervision to ensure practitioners receive focused and highly effective professional development.

Setting details

Unique reference number	EY456639
Local authority	Bolton
Inspection number	10388488
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	2 to 5
Total number of places	40
Number of children on roll	84
Name of registered person	Canterburys Nursery Ltd
Registered person unique reference number	RP532194
Telephone number	01204846279
Date of previous inspection	12 July 2019

Information about this early years setting

Canterburys Nursery and Out of School Club registered in 1996 and is situated in Bolton. The nursery operates from 7.30am until 6pm, Monday to Friday, throughout the year. It employs 14 members of staff. Of these, 10 hold a qualification at level 3 or above, three hold a level 2 qualification and one member of staff is unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Remi Stennett

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the nursery.
- The SEND coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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 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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