

Inspection of Canterburys 2 Nursery & Out Of School Club

Kingswear Drive, BOLTON BL1 6EX

Inspection date: 10 July 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 are greeted by welcoming staff who know them well. This helps children to settle in quickly and confidently separate from their parents. Staff are committed to inclusivity and support for all children. They recognise and celebrate children's individuality. For example, they recently held a special event to raise awareness for children with heart conditions. Children are valued and feel included. Staff are enthusiastic and nurturing. They capture children's attention with their kind attitudes towards them. They act out stories with tone and enthusiasm. Children laugh and smile as they join in with the story on their current interest of superheroes. Children enjoy their time at nursery.

The curriculum is ambitious for all children. Support for children with special educational needs and/or disabilities (SEND) is well embedded. Staff monitor children's development closely and work on their targets during play. They know their families well and the needs of children. Additional funding is utilised and spent to meet the personal and individual needs of children. As a result, children with SEND make good progress from their starting points. Children learn about respect through the nursery's mission statement. Staff instil simple but effective boundaries for children's behaviour, for example 'kind hands' and 'good listening'. Staff role model turn-taking to children. This helps to create a positive and supportive atmosphere where children flourish.

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

- Leaders have designed a curriculum that supports children to build on the prime areas of learning and eventually be ready for school. The curriculum is well sequenced. For example, younger children are encouraged to listen to stories with excitement. Staff then build on these opportunities. By the time children reach pre-school, they are confident to use their imagination, creating their own stories. All children make good progress in their learning and development.
- Staff ensure ongoing assessments are carried out. They use screening tools and their own tracking system to identify any emerging needs. Staff work with parents and other professionals to put targeted support in place where appropriate. This helps to swiftly address any gaps in children's learning.
- The promotion of communication and language is a strength of this nursery. The nursery's communication and language programme provides focused support for the language development of all children. Staff promote a love for stories and rhymes. They read with excitement and recite key phrases from stories as they bring them to life. Children are becoming confident communicators and are developing positive early literacy skills.
- Staff plan the daily routine well. They support children as they arrive at the setting, and throughout the day, with kind and caring attitudes. However, some

parts of the routine are not organised effectively to sustain children's attention. For example, during some transitions to mealtimes, and during group times, children often run around, play with toys and are waiting for long periods. This causes some disruption to their routine, and children become disengaged in their learning.

- Staff plan opportunities that introduce children to new concepts beyond their own experiences. Children learn about artists from around the world, such as Monet. They practise making lines and circles with paint, becoming their own artists. Children have opportunities to participate in activities to support their physical skills, such as physical education and dance. These opportunities support children to learn about the wider world.
- Children are encouraged to maintain healthy habits. They enjoy a healthy range of fruits during snack time. Staff teach children about 'healthy' and 'unhealthy' foods through creative activities and discussions. Children are reminded to wash their hands before eating. However, staff do not always prompt them to wash their hands after wiping their noses, and they do not always wash their own hands afterwards. This does not support children to understand all the ways germs can spread.
- Partnerships with parents are strong, and parents speak highly of the staff team. They feel the support for recognising children's individual needs is a strength. Parents comment, 'It takes a village to support a family, and they are my village.' Staff provide daily discussions and parents' evenings to discuss their children's progress. They share ideas for home learning that reflect children's interests and stages of development. This helps to maintain continuity in children's learning.
- Leaders provide coaching and mentoring to staff. They offer ongoing professional development and access to a range of training to broaden staff's skills. Leaders regularly evaluate staff's knowledge to help target training and support. This commitment helps staff provide good quality teaching to children.

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:

- strengthen transitions between routine activities to support all children's engagement and focus on their learning even further
- support staff to consistently model effective hygiene practices to teach children how to keep themselves and others healthy.

Setting details

Unique reference number	EY456633
Local authority	Bolton
Inspection number	10392422
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 4
Total number of places	108
Number of children on roll	173
Name of registered person	Canterburys Nursery Ltd
Registered person unique reference number	RP532194
Telephone number	01204770366
Date of previous inspection	21 August 2019

Information about this early years setting

Canterburys 2 Nursery & Out Of School Club registered in 2010 and re-registered in 2013 following a change of company status. The nursery is located in Bolton, Lancashire. The nursery employs 27 members of childcare staff, of whom 24 hold relevant early years qualifications at level 2 or above. The nursery runs Monday to Friday, for 51 weeks of the year, excluding bank holidays. Sessions are from 7.30am until 6pm. The provider offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspectors

Jade Patten
Danielle McEwan

Inspection activities

- The manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspectors spoke to parents during the inspection and took account of their views.
- The inspectors and manager carried out a joint observation.
- The inspectors spoke with leaders and managers about the leadership and management of the setting.
- The manager showed the inspectors documentation to demonstrate the suitability of staff.

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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