

Inspection of Future Champions Childrens Nursery

Future Champions Childrens Nursery, Stocks House, Bolton BL6 6BQ

Inspection date:

4 September 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Recent changes in leadership have led to inconsistent supervision arrangements for staff. Consequently, the quality of practice across the nursery and staff's confidence have been affected. Staff are not consistently well supported. Although there are risk assessments in place, they do not accurately identify all potential risks to children. Procedures for administering medication have been strengthened considerably following an incident where a child was given the wrong medication.

Overall, children understand staff's expectations of them and behave well. In the main, children enjoy attending the busy nursery and benefit from their time here. They form good bonds with caring staff who get to know them well. Staff teach children to be kind to their friends and they follow staff's instructions. Staff are good role models and teach children how their behaviour affects others. Staff teach children to manage risk. For instance, older children know to hold the handrail as they walk down the stairs at nursery. Children enjoy small group activities, such as baking, where they benefit from focused interactions with staff. Staff plan activities with children's interests in mind. This helps support them to make progress across the curriculum.

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

- Risk assessments are in place and are completed daily. However, they do not successfully identify all potential risks. For example, some parts of the outside area are unsuitable for children to use but are not noted on risk assessments. As children have been adequately supervised in these areas there has been no impact on their safety on this occasion.
- Multiple changes in leadership mean that staff supervision arrangements have been inconsistent. Staff do complete some training and report feeling supported by leaders. However, oversight of staff's practice and continued support for staff's professional development has not been maintained. Consequently, the quality of education and of children's experiences are inconsistent.
- Staff generally know children well. They pass on their knowledge to children's new room staff as children move on through nursery. However, children are not fully prepared for their move and are unsettled by the new environment and routines. This hinders staff's ability to promote children's learning fully from the outset.
- Procedures to monitor and assess children's progress help staff to identify gaps in their learning. Staff work with other professionals to support children with special educational needs and/or disabilities. Timely referrals and interventions support children to make progress from their individual starting points.
- Older children are confident in their communication skills and happily chat with staff and visitors. However, although all staff read and sing with children daily,

younger children do not consistently have the same opportunities to hear and practise language. For instance, younger children often use dummies during play and activities. This hinders their ability to develop their communication skills.

- Staff promote daily exercise and help children to develop specific physical skills. Children enjoy the large outside area where they roll down slopes and confidently scoot on balance bicycles. Babies are supported by sensitive interactions with staff to practise their new physical skills as they take their first steps. Children's physical development is well promoted.
- Staff support children to understand and manage their emotions. They have a 'skill of the week' for babies, for example, to help them to recognise and copy facial expressions. Older children take part in activities which link emotions to different colours to help them express themselves. Children's emotional literacy is well supported.
- Staff help children to develop their personal skills. They learn to manage their own self-care needs and to put on their own shoes. Children eat healthy, home-cooked food and learn social skills as they sit at the table for meals with their friends. They learn key life skills.
- Staff plan activities to teach children about other countries and cultures. They learn about paralympic athletes and how people have different abilities. Children find out about songs and clothes which are traditional in other cultures. They begin to learn about our diverse world.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that risk assessments accurately identify all potential risks to children in all areas of the nursery	11/09/2024
implement consistent arrangements for staff supervision to support staff's professional development and to raise the quality of education to a consistently good level across the nursery.	02/10/2024

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

- review arrangements for children to move on to new rooms in the nursery to ensure that they are fully prepared for the new environment to support further consistency in their care and learning
- improve the implementation of strategies to promote the communication and language skills of younger children.

Setting details

Unique reference number	EY542822
Local authority	Bolton
Inspection number	10362171
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	90
Number of children on roll	140
Name of registered person	Future Champions Day Nursery Limited
Registered person unique reference number	RP542821
Telephone number	01204693317
Date of previous inspection	15 February 2019

Information about this early years setting

Future Champions Childrens Nursery registered in 2017 and is located in Horwich, Bolton. The nursery employs 22 members of childcare staff including the manager. Of these, ten hold appropriate early years qualifications at level 3 and six at level 2. The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 7.45am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises along with the early years curriculum.
- Staff, children and parents spoke to the inspector throughout the inspection.
- The provider spoke to the inspector about the leadership and management of the nursery.
- 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 carried out joint observations of group activities with the provider.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024