

St. Brendans Nursery

St. Brendans RC School, Brookfold Lane, Bolton, Lancashire BL2 4DZ



Inspection date	26 April 2019
Previous inspection date	24 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Managers, leaders and all staff work together seamlessly. They uphold a shared vision to 'provide a safe and caring environment where children are encouraged to develop to their full potential'. Children are confident, motivated and successful learners.
- The well-qualified staff are energetic, enthusiastic and motivated. They extend on their good knowledge and skills through a wide range of creative and customised professional development that is highly relevant to the needs of the children attending. This contributes towards the good progress that children make.
- Good links are formed with teachers from the adjoining school. Shared phrases, such as 'stop, look and listen', are introduced to gain children's attention at key times. This helps to engage children in routines that they will later become more familiar with in the Reception class at school.
- The kind, tender and caring staff lead by example. They teach children to use their 'gentle hands' and 'good listening' during play with other children to help promote positive relationships. Children are quick to show care, concern and affection to others during play. They are sociable and enjoy seeking out others to share experiences.
- Partnerships with parents are very good. Staff keep parents informed of their children's learning and progress. Innovative ideas, such as sharing 'top tips' with parents, provide opportunities for them to support and extend their children's learning at home.
- Staff place a sharp emphasis on supporting children's communication and language skills. Their effective use of questions and liaison with external professionals to seek enhanced support strategies help to prevent any gaps emerging in children's learning.
- At times, staff do not seize opportunities to advance children's self-care skills and teach them about how healthy practices contribute towards their good health.
- Staff have not yet embedded the recently improved planning system to more swiftly and precisely support what each child needs to learn next and raise outcomes for children to an outstanding level.

What the setting needs to do to improve further

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

- extend ways for children to further advance their good health and self-care skills
- embed the newly implemented planning system and further boost staff's confidence to enable them to more swiftly and precisely target what each child needs to learn next and raise outcomes for children to the highest levels.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection. She held a meeting with the manager and deputy manager.
- The inspector conducted a joint observation with the deputy manager during a planned activity.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety records, self-evaluation documents and children's learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector
Charlotte Bowe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Regular training helps to ensure that all staff have a good knowledge of child protection procedures. Staff use role-play opportunities well to raise children's awareness of danger. For example, in pretend play staff alert young children to risks that they may encounter in the real world, such as an oven being hot, and encourage them to consider what steps they need to take to keep themselves safe. Managers and leaders invest in staff. Recruitment and induction procedures are extremely robust and help to ensure that all staff are suitable and competent for their roles. Regular supervision meetings are intently focused on enhancing staff practice. Tracking is used well to steer the use of funding and keep children's development on track. Staff listen astutely to children, parents and others. Shared information, such as 'you said, we did', clearly demonstrates staff's commitment to continued improvement.

Quality of teaching, learning and assessment is good

Overall, staff place a strong emphasis on supporting the prime areas of learning to help secure the foundations for future learning. They provide a good range of experiences that promote babies' exploratory impulse. For example, babies take interest in the newly created farm-themed play tray and use their senses to explore materials, such as hay and straw. Staff use these opportunities well to model simple words for children to repeat, to build on their developing communication skills. Older children express a desire to engage in the exciting extra-curricular activities, such as the music and movement sessions that staff provide. Children follow instructions well when completing actions to various songs and develop a sense of rhythm when tapping out a beat. Staff's active involvement helps to maintain children's interest and largely builds on their current skills.

Personal development, behaviour and welfare are good

Key persons are caring, kind and consistent. They form a secure bond with each child and are responsive to their emotional needs. For example, where children are reluctant to separate from their parents on arrival, staff share useful strategies with parents that focus on enhancing children's self-confidence. This contributes towards children being settled and assured as parents leave. Staff encourage children to adopt helpful attitudes. For example, they welcome children to become mealtime helpers, to help promote their independence. Staff actively encourage children to exercise. For example, mobile babies enjoy engaging in experiences, such as yoga, that aid their balance and flexibility, and older children physically challenge themselves when using the trim trail outdoors.

Outcomes for children are good

All children, including those receiving funding, gain the key skills they require for their next stages of learning, including school. Babies enjoy the challenges of attempting to pull themselves up on carefully placed furniture to help build up their core strength. They explore using their senses and babble freely during play. Young children are imaginative. They use positional language accurately during play and demonstrate the ability to solve problems independently. Older children maintain attention during stories and use talk to describe the main events of the story and principle characters. They make marks with a purpose in mind, such as writing a shopping list.

Setting details

Unique reference number	315954
Local authority	Bolton
Inspection number	10061627
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	48
Number of children on roll	72
Name of registered person	Grundy, Maureen Marie
Registered person unique reference number	RP512352
Date of previous inspection	24 July 2015
Telephone number	

St. Brendans Nursery registered in 1989. It operates from within the grounds of St. Brendans RC Primary School in Bolton. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate qualifications at levels 2, 3, 5 or 6. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays and two weeks over the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children.

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