

Inspection of St. Brendans Nursery

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

Inspection date: 14 February 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are confident and secure in the nursery. They benefit from a long-standing staff team that has worked tirelessly to create positive relationships with both children and their families. Children are encouraged to be confident, and staff foster children's independence well. The curriculum is carefully planned with intent for all children's learning, including those with special educational needs and/or disabilities (SEND). Children are provided with opportunities to develop essential social skills, such as sharing and taking turns, while also being encouraged to explore and engage with the world around them.

Staff have developed strong parent partnerships and work closely with the families who attend the nursery. As a result, many families return with younger siblings, and children benefit from a home-from-home environment. Children take regular trips into the local community, where they learn about their surroundings. This enhances children's sense of belonging.

Children benefit from small-group activities in the quiet room. Older children are learning to form letters and demonstrate excellent tripod grips when holding pens. They are keen to show their key person what they have drawn. These positive interactions help children to develop a sense of achievement.

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

- Babies settle into nursery life, and staff follow their home routines well. They gather information from parents and carers prior to entry. This helps babies to feel comfortable in the nursery and establish close bonds with their key person.
- Children are encouraged to take part and have a go in various learning experiences. Most staff have high expectations for children's behaviour, and younger children are reminded of their golden rules during morning group time. However, older children are not always reminded of the expectations for behaviour or supported to learn how their actions can impact others. At times, staff do not always manage behaviour in a consistent and effective way.
- Staff support physical development well in the nursery. Toddler-age children participate in morning yoga sessions. Children learn to stretch and balance their bodies. These sessions are also adapted for children with complex needs to ensure they are still able to participate.
- Staff promote hygiene routines well within the nursery. They ensure children wash their hands before mealtimes and wipe their own noses. As a result, children are learning good hygiene and self-care skills.
- Leaders are eager to support staff's professional development. They provide access to online training courses and regular staff meetings. This keeps staff up to date with current legislation and practice.

- Independence for children is promoted well within the nursery. Older children put their coats on their own pegs. During mealtimes, they collect their own cutlery and help wipe up spillages. Furthermore, children in the pre-school room are also encouraged to have a go at self-serving. This fosters children's independence and confidence.
- Parents are highly satisfied with the nursery. They receive regular feedback on their child's progress and well-being. For example, parents are invited to attend termly meetings and stay updated through the nursery app. As a result, parents feel more involved and confident in their child's development, leading to stronger partnerships between the nursery and families.
- Support for children with SEND is highly effective, as staff collaborate closely with outside agencies and implement tailored strategies to support individual needs. For example, staff work with speech and language therapists to enhance communication strategies for children with speech delays. As a result, children, particularly those with communication challenges, are making significant progress, demonstrating improved communication skills and overall development.
- Children regularly practise their fine motor skills through activities such as threading beads onto laces. Staff have adapted this activity for some children by using larger beads and a fixed base to support their participation. As a result, all children develop improved hand-eye coordination and dexterity while engaging in a fun and inclusive activity.
- Children thoroughly enjoy role playing in the home corner with play food, engaging in activities like making their friends a cup of tea. Staff introduce simple language such as open and close while playing with the teapots. As a result, children enhance their language skills and social interactions while participating in imaginative play.

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:

- provide additional training and support for staff to manage children's behaviour more consistently across all areas of the nursery.

Setting details

Unique reference number	315954
Local authority	Bolton
Inspection number	10372574
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 at time of inspection	0 to 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
Telephone number	
Date of previous inspection	26 April 2019

Information about this early years setting

St Brendan's Nursery registered in 1989. It operates from within the grounds of St Brendan's RC Primary School in Bolton. The nursery employs 17 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.

Information about this inspection

Inspector

Remi Stennett

Inspection activities

- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The deputy manager, curriculum lead and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to, or communicated with, the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs 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 carried out a joint observation of a group activity with the deputy manager.

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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