

# Inspection of Bolton School Infant and Nursery School

Bolton School Infant and Nursery, Chorley New Road, Bolton BL1 4PA

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Inspection date: 14 October 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle quickly as they arrive. They are happy, confident and eager to participate in the activities available. These are carefully planned by staff to support children's interests. Staff are extremely enthusiastic in their engagement with children. They facilitate children's games, encouraging them to begin to learn to play alongside each other. Staff get down on the floor with children as they encourage them to make sounds and use actions. Children are keen to have staff involved in their play, calling them over to show them what they have done. Children flourish under the praise and encouragement given by staff.

Behaviour and attitudes are very good. Children show high levels of concentration for extended periods of time as they are engrossed in their activity. Staff recognise the importance of helping children to learn about sharing and turn taking. They plan activities that help children to learn these fundamental skills. Staff model good manners and remind children about friendly behaviours. Children follow instructions well and happily chat with staff about their day and about their visits to new schools. This helps to prepare them for the transition to school.

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

- Leaders are passionate about childcare and have a clear vision for the nursery. They are reflective of their practice and work hard to create a balanced and broad curriculum. Good systems have been implemented to gather what children know and can do in partnership with families. This helps to support children's learning and development well.
- Staff have high expectations for all children. Children engage well and are motivated to join in with adult-led activities. They show perseverance and determination when learning to balance along a beam. Children take turns and wait patiently for their friends to have their turn. They reach out to staff who cheer them on when they successfully arrive at the end. Children demonstrate a positive attitude to learning and taking part.
- Staff support children of all ages to be independent. Babies wash and dry their hands before meals. Older children successfully put on their coats and shoes and prepare and serve their own snacks. Children receive high praise from staff for their efforts. Staff tell children often to 'keep on trying'. Children develop perseverance and the ability to overcome setbacks.
- Older and more capable children's communication skills are well promoted through an extensive range of interesting experiences and activities. Staff make good use of observations to identify any gaps in children's development. Staff responsible for the special educational needs and/or disabilities (SEND) provision are supported and knowledgeable. However, new initiatives and further training are still in their infancy. Therefore, children with SEND do not always benefit

from the same rich opportunities to hear language and practise their communication skills with all staff.

- Staff work very well as a team. Leaders show a high regard for staff well-being, ensuring they feel appreciated, which helps them in fulfilling their roles. They provide staff with a range of coaching and training. However, they do not consistently check the impact this has in addressing minor inconsistencies in practice. For example, they have adapted how they organise the curriculum to provide more accessible activities for all children. However, there are still inconsistencies in how leaders' expectations are implemented.
- Staff support children very well in their moves between rooms and on to school. They give parents information about what their children will be doing when they move to a new room. Staff create links to the on-site school, such as harvest festival assembly with 'Urban Outreach'. Children learn about others and donate tins of food for homeless people. Children gain an understanding of the diverse world.
- Parents are very happy with the care and education their children receive. They speak highly of the kind and caring team and express their happiness regarding the warm and personal greeting their children receive. Parents comment that they feel very well informed about their child's progress and any nursery updates. This creates a trusting relationship between parents and staff.

## **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:**

- continue to support staff to promote children's communication and language skills with more focus, particularly those children with SEND
- sharpen the monitoring of staff practice and training to address minor weaknesses in practice and the quality of education.

## Setting details

<b>Unique reference number</b>	2772364
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10359604
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	84
<b>Number of children on roll</b>	103
<b>Name of registered person</b>	Bolton School
<b>Registered person unique reference number</b>	RP519525
<b>Telephone number</b>	01204 840210
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bolton School Infant and Nursery School registered in 2024. The nursery employs 34 members of childcare staff. Of these, three hold qualified teacher status, two hold appropriate early years qualifications at level 6, one holds level 5, two hold level 4, 13 hold level 3 and six hold level 2. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round, except for the Christmas period. The nursery offers the government-funded places for childcare.

## Information about this inspection

**Inspector**  
Suzy Marsh

## Inspection activities

- The inspector viewed the nursery and discussed the safety and suitability of the premises.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the managers and senior leaders about the leadership and management of the nursery.
- The inspector carried out a number of joint observations with the managers.
- Parents shared their views of the nursery with the inspector.
- The manager and senior leaders provided the inspector with a sample of key documentation on request, including 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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