

Inspection of Cherry Blossom Education LTD.

Harwood Childrens Day Nursery, 266-268 Hough Fold Way, BOLTON BL2 3LB

Inspection date:

5 June 2025

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

Good

What is it like to attend this early years setting?

The provision requires improvement

The provider has not ensured that there is a common understanding of the nursery's curriculum. Leaders have a clear understanding of their intentions for children's learning and development. However, this is not evident enough in staff's practice. For example, some staff provide activities that are less effective at building children's knowledge than intended. Some staff do not recognise when there are gaps in children's learning of key knowledge. This means that children do not receive a consistently good quality of education at the nursery.

Staff encourage children to learn about their emotions. Staff are skilful in tuning in to how children feel. They teach children the names of the emotions they are experiencing. This supports children to understand emotions and the boundaries of behaviour, such as to be kind to their many friends and to learn how to wait their turn. Children benefit from a range of activities that staff provide. For instance, children hold their attention well when they listen to stories and join in with singing songs. Children adore using the nursery's well-equipped outdoor play area. They develop strong muscles when balancing, jumping, sliding and climbing. They are settled and happy at the nursery.

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

- Following a recent concern that Ofsted received about the nursery, the provider has taken effective action. She has made changes to how qualified staff are deployed, including who is in charge when the manager is not present. Additionally, staff have received coaching to improve their understanding of supporting children's behaviour. Mostly, children are beginning to understand the nursery's rules of how to behave.
- Some of the curriculum does not outline clearly what core knowledge children will learn and in what order. As a result, some children have gaps in their knowledge, such as in mathematics and literacy. This negatively affects some children's understanding and they do not make the progress of which they are capable.
- Staff at the nursery are enthusiastic about teaching and playing with the children. However, the provider has not ensured that all staff have the skills and knowledge to deliver the intended curriculum effectively. Staff observe children and plan activities in response to children's interests. However, some activities lack purpose and do not build on children's previous learning well.
- The provider has failed to identify, assess and remove the risks to staff when working at the nursery. For example, the office where staff work and hold meetings contains stacked boxes and other resources that pose trip and fall hazards. This failure of statutory requirements exposes staff to risk of being hurt.

- Staff supervisions are not effective. Staff at the nursery are not supported well enough in their work. They report that their workload and well-being is not considered well. This impacts on how staff feel about their personal effectiveness and happiness in the workplace.
- Staff read and sing with children often. Children join in with gusto when singing familiar action rhymes, such as 'The Wheels on the Bus'. Staff also place high value on holding back-and-forth conversations with children. This helps children to become confident communicators.
- Staff develop close relationships with children. Babies benefit from the caring interactions from their special key person in nursery. Staff ensure they know the children well and what helps them to feel secure. This helps children to feel settled and safe in the care of staff.
- Mostly, staff promote children's personal development well. For example, older children are encouraged to be independent. However, at times staff are too eager to help children, such as to dress themselves, use cutlery and put on aprons. This does not develop children's skills well or support them to persist at completing tricky tasks for themselves.
- Staff provide opportunities for children to learn about being healthy. They hold important conversations with children about eating healthy foods and being physically active. Children benefit from daily experiences of playing outdoors in the fresh air. They use their bodies to climb, run and play on the wheeled outdoor toys. Children develop strong, healthy bodies, ready for their future development.

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 all staff understand how to implement an effective curriculum that supports children to make consistently good progress	30/06/2025

ensure existing arrangements for staff supervisions identifies workload and well-being issues and promotes a culture of mutual support to improve personal effectiveness	30/06/2025
take all reasonable steps to identify and remove risks in a timely manner.	09/06/2025

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

- strengthen staff's knowledge of how to develop children's independence so they become resilient to persist at tricky tasks.

Setting details

Unique reference number	EY419554
Local authority	Bolton
Inspection number	10405230
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 4
Total number of places	36
Number of children on roll	46
Name of registered person	Harwood Children's Day Nursery Limited
Registered person unique reference number	RP530263
Telephone number	01204 481 370
Date of previous inspection	20 July 2022

Information about this early years setting

Cherry Blossom Education LTD registered in 2010 and is situated in Bolton. The nursery employs eight members of childcare staff. Of these, five hold a relevant childcare qualification at level 3 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery offers government-funded places for for children aged nine months to four years. The setting also receives funding for disadvantaged children.

Information about this inspection

Inspector

Andrea Vaughan

Inspection activities

- The deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- 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 a joint observation of a mathematics activity with the deputy manager.
- The inspector spoke to several parents and reviewed parents' written testimonials during the inspection and took account of their views.
- The deputy manager showed the inspector 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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