

Crescent Nursery Nelson

Unique reference number (URN): 2851980

Address: 47 Regent Street, Nelson, BB9 7QP

Type: Childcare on non-domestic premises

Registered with Ofsted: 17/07/2025

Registers: EYR

Registered person: Crescent Nelson Ltd

Inspection report: 1 October 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children achieve extremely well as they respond positively to opportunities for learning. Children demonstrate a willingness to learn as they participate with enthusiasm and focus. Children reflect upon past experiences to develop their skills and knowledge further. For example, children enjoy digging up home-grown potatoes from the nursery garden. Children use the water tray to wash these before chopping them into 'chips', ready to eat. As children explore the garden again, they explore new things to dig and plant, excitedly discussing what they may grow into. Children learn to show care and consideration to all living things as they carefully re-home insects to 'safe places' before continuing to dig in the soil.

Children, including those with special educational needs and/or disabilities, are prepared for future transitions. They build their confidence and independence during well-embedded routines. After outdoor play, children line up and begin to count their friends before going inside to wash their hands. Children demonstrate excellent hygiene routines as they support one another. Children who face barriers to their learning communicate effectively, for example, building upon their knowledge of the English language. As some children speak in their home language, older children naturally translate this to English and encourage their friends to copy it back.

Behaviour, attitudes and establishing routines

Strong standard ●

Children are happy and settled individuals who access all areas of the provision with confidence and curiosity. They approach learning opportunities with enthusiasm as they thrive in the exciting teaching staff provide. As a result, children display extremely positive behaviour as they feel safe and secure. Children learn to show empathy within their environment. They show deep levels of understanding and care in the garden and with their peers. Children invite others into their play. They receive consistent praise from leaders and staff for their positive behaviours and kind actions. Children feel a sense of pride and belonging within their environment.

Children with special educational needs and/or disabilities (SEND) flourish within this provision. Staff consistently provide support for children with SEND as they use embedded routines and interventions for children to understand what is happening next. As children with SEND explore the provision, staff are swift to provide opportunities for children to engage as they use their interests to interact with them. Leaders and staff prioritise parental engagement as they build close relationships. Staff use handover times effectively to share children's development. They promote consistent attendance. Parents and carers understand the importance of children's punctuality and attendance in order to maintain continuous learning.

Children's welfare and wellbeing

Strong standard ●

Children's welfare and wellbeing are prioritised across the setting. Leaders and staff take pride in their extensive knowledge of everyone. Children feel safe and secure as they

experience a continuous sense of belonging. Staff are highly responsive to children's needs and are quick to adapt in the moment to support these. Children are happy and relaxed within the environment as they develop close bonds with staff. They are confident to engage with staff as they invite them into their play and thrive off their warm and nurturing tones. Children listen with interest when staff speak as they demonstrate their respect of the high expectations for positive behaviour.

Children with special educational needs and/or disabilities, or those who face barriers to their learning, are carefully supported by dedicated leaders and staff who strive to make such a demonstrable difference. For example, leaders prioritise collaborative working between home and the setting to ensure that children feel safe and happy. Leaders work endlessly with other professionals to ensure that staff's knowledge is robust in meeting children's needs consistently. Staff constantly develop their skills and strategies to ensure communication is effective, resulting in all children feeling heard and valued.

Curriculum and teaching

Strong standard ●

Staff consistently use every interaction with children as an opportunity to teach. They carefully consider experiences for children based on their current stages of development, identified next steps and interests. This ensures that teaching is appropriate and meaningful. Staff are swift in adapting their approach to teaching to keep children focused and engaged. For example, as children listen to a story about animals, staff adapt the story to encourage children to identify the animals and to move around the environment in the different ways the animals move.

Leaders embed a curriculum where independence and confidence is prioritised. Leaders and staff use this curriculum to celebrate children's different needs and are experts in adapting this well. For example, staff teach children who speak English as an additional language effectively, using children's home language alongside English. They encourage children to speak in their home language first, then repeat back in English. Staff enhance children's learning as they consistently introduce mathematical language throughout children's experiences. Staff use a dough activity, to develop fine motor skills and strengthen finger muscles. Staff incorporate counting into the activity as they encourage children to count the fingerprint marks they make. Staff discuss the language of size as they mould 'big' and 'small', sparking children's creativity.

Inclusion

Strong standard ●

Children with special educational needs and/or disabilities (SEND) or those who face barriers to their learning thrive within this inclusive environment. Leaders are extremely responsive to children's needs and embed rigorous monitoring systems to identify any emerging gaps quickly. Leaders are swift to support any gaps as they confidently engage with other professionals to embed strategies within practice. For example, as children sit on the carpet for group time, those with SEND access their own cushion independently, which helps to encourage their sitting and attention. Leaders and staff work alongside a range of professionals including speech and language, occupational therapists and specialist teachers to ensure their practice and approach to children's learning and development is

effective and impactful. Children experience a range of languages as staff celebrate children's home languages to ensure that children can communicate their needs effectively.

Leaders share expert knowledge, regular updates and training opportunities effectively with staff to continuously develop their knowledge and skills. This ensures that staff feel confident in consistently meeting children's needs. The dedication displayed by leaders and staff to support children who face barriers to their learning, makes a demonstrable difference. Parents and carers are involved in children's learning. Effective communication between home and the setting builds parents' confidence and understanding of the effective support methods they can use at home. For example, staff share visual aids with parents to support children's speech and language development.

Leadership and governance

Strong standard 

Leaders are dedicated and committed to the continuous development of this provision. They work tirelessly to reflect upon the provision's strengths and areas for improvement as they reach out for regular feedback from parents and carers. Leaders work closely with early years specialists, inviting them into their setting to gain feedback, which they swiftly implement and embed within practice. Leaders use their extensive knowledge of children to ensure the impact for them is positive, enhancing their learning and development.

Leaders form close bonds with staff as they prioritise their wellbeing and workload. Leaders use regular meetings, such as supervisions and appraisals, to work with staff to identify their own professional development needs and encourage opportunities for further learning. Staff express that they feel valued and listened to. Leaders create a warm and nurturing environment that benefits children, parents, families and staff. Leaders and staff establish close working relationships with parents. Staff include parents in all aspects of children's time at nursery as they highlight the importance of information sharing. Leaders form links within the wider community, such as local centres, schools and places of religion, as they ensure that all cultural needs are understood and celebrated.

What it's like to be a child at this setting

Children arrive at this nurturing setting with excitement as they are greeted warmly by familiar staff. They settle into the provision with confidence as staff carefully plan experiences for them to build upon their stages of development and interests. Children with special educational needs and/or disabilities (SEND) are supported through clear and consistent methods. Staff use their extensive knowledge of children's needs to deploy

themselves effectively across the environment to enhance children's learning and promote opportunities for further achievement. Every child is heard and every child is valued.

Children experience a real sense of belonging as they use their individual photos to identify their key person and sign themselves in to the setting. Children develop extremely close relationships with staff as they share their experiences and receive warmth and care consistently. Children flourish as they build their confidence and self-esteem through staff's high expectations for positive behaviour. Children consistently develop their fine and gross motor skills as they skip with ropes, mould with dough and balance with hoops. Children with SEND thrive as they benefit from the carefully considered experiences. Staff are swift to adapt teaching and play to ensure that children feel involved and secure to encourage their achievement consistently. For example, as some children blow bubbles in the garden, staff adapt the activity by encouraging others to pop the bubbles to ensure that all children can participate. Children jump, run and reach high to pop the different bubbles.

Children's behaviour is extremely positive. They develop very high levels of care and empathy as staff consistently model positive behaviours amongst their peers. Children receive effective support for their emotions and wellbeing. Children use their voices to explain how they are feeling and feel listened to and valued. They develop an understanding of caring for their environment as they participate in planting and growing vegetables in the garden. Children grow potatoes, which they dig up and bring inside to the water tray to wash and explore further. Children demonstrate respect for living things as they take time, showing their focus and attention.

Next steps

- Leaders should ensure continued improvement in the setting's successful work to embed strategies to support children, to realise a transformational impact on all children's achievement and wellbeing.
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About this inspection

The inspector spoke with leaders, staff and parents during the inspection.

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.

Inspector:

Rebecca Jones

About this setting

Unique reference number (URN): 2851980

Address:

47 Regent Street
Nelson
BB9 7QP

Type: Childcare on non-domestic premises

Registration date: 17/07/2025

Registered person: Crescent Nelson Ltd

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:30 - 15:00

Local authority: Lancashire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 1 October 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

50

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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