

# Inspection of Little Oaks Heywood (registration until: 30 Dec 2024)

Bamford Road, Heywood, Lancashire OL10 4TF

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Inspection date: 26 November 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 are happy and keen to come into this small, homely and friendly setting. They enjoy browsing the range of activities on offer inside and in the outdoor space before they settle into the daily routine. Staff interact gently with children and offer praise when they achieve new goals. This helps children feel secure and empowered to try new tasks. Children spend time completing puzzles and adding intricate parts to their gingerbread models. They enjoy climbing and exploring outside. Staff help children balance on blocks, supporting their core strength and turn-taking during play.

Staff work hard to embed routines and help children understand boundaries. Children are kind to their friends and use manners. Staff use pictures and clear vocal prompts to reinforce instructions that help children understand what is expected of them and what is coming next in the day. For example, they say 'wash hands now, snack next'. This helps the day run smoothly, and children feel secure in what is happening throughout the day.

Children's communication skills are well supported from the start. Babies babble and make noises during their play. Staff use a range of songs and rhymes to help children remember how to complete tasks and to help them develop vocabulary. For example, they sing 'hood to toes, hands in the holes' when putting their coats on. Additionally, children sing the name song at circle time. This extends children's social skills and helps them practise new words.

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

- Leaders have a good oversight of the setting and identify how they want it to develop. They are passionate about their role in developing children's education and life skills. Leaders work closely with schools to understand what children are expected to achieve before they move into reception class. This helps staff prepare children and families for this transition.
- Parents comment positively on the care their children receive from the staff in this setting. They talk about their children making good progress and know what they have enjoyed during the day. However, some parents are not made aware of how best to continue and extend children's learning at home. That said, parents know when gaps in their children's learning are emerging and are involved when developing support plans.
- Leaders model effective teaching methods to support staff in delivering the curriculum intentions. Overall, this helps children engage well with learning. However, some staff do not show the same in-depth knowledge about what they want children to learn. This means that, occasionally, children are missing out on opportunities to extend their development. For example, leaders use sign

language and clear letter sounds when supporting children with communication skills. This is a high priority in this setting. Some staff do not consistently implement these good quality techniques that help support the curriculum.

- Children with special educational needs and/or disabilities (SEND) are supported extremely well. Staff work closely with these children to identify their individual needs and decide how to support them. They create small, achievable goals for children and adapt their practice where possible. This means children with SEND are fully integrated with their peer group and explore the setting with confidence and ease.
- Staff read books to children often and encourage imaginative skills to develop when introducing a range of resources. For example, children explore new items and talk about what they can see, feel and smell. They pass cinnamon sticks to each other and talk about the smell of Christmas. Additionally, children giggle together as they tickle each other with the hairs on a piece of ginger. Children confidently make up stories using the resources provided. Their literacy skills are well supported from the start.
- Children are kind and show respect to each other. Older children are encouraged to invite new or younger children to play with them and show them how to use resources. Additionally, children interact with people in their area. They spend time in local parks, role-play centres and are visited by the nearby fire service. This helps children to understand different people, their roles in the community and to socialise with a range of children. Children are becoming aware of their wider world.
- Children are independent and show good self-care skills. They wipe their own noses and know to put the tissue in the bin. As children wash their hands they say 'washing the germs away'. Children enjoy a range of healthy snacks and meals and sit together when eating, where they share stories and listen to each other. Children become increasingly independent over time.

## 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:**

- develop staff's curriculum knowledge further so they can recognise and respond more effectively to all children's development needs, helping them to make even better progress
- help all parents to understand how to continue their children's next steps in learning at home.

## Setting details

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| <b>Unique reference number</b>                     | 2699374                            |
| <b>Local authority</b>                             | Rochdale                           |
| <b>Inspection number</b>                           | 10367466                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Sessional day care                 |
| <b>Age range of children at time of inspection</b> | 1 to 3                             |
| <b>Total number of places</b>                      | 33                                 |
| <b>Number of children on roll</b>                  | 28                                 |
| <b>Name of registered person</b>                   | Lewis, Rebecca                     |
| <b>Registered person unique reference number</b>   | 2699373                            |
| <b>Telephone number</b>                            | 07763844227                        |
| <b>Date of previous inspection</b>                 | Not applicable                     |

## Information about this early years setting

Little Oaks Heywood registered in 2022. It is set in Bamford, Heywood. The setting employs 6 members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Thursday, term time only. Sessions are from 8.30am to 4.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Waterhouse

### Inspection activities

- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the manager.
- Staff and children spoke to the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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