

Inspection of The Childcare Village Preschool

Brunswick Street, Shaw, Oldham, Lancashire OL2 7RY

Inspection date:

8 September 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Managers and staff have worked hard to improve the care and learning needs of children and support for families. They know the local community well and develop strong and lasting partnerships with parents and carers. Staff make all children and families feel welcome when they arrive at this inclusive setting. Staff are kind and nurturing. Even children who are new to the setting settle well.

Managers plan a curriculum that supports all areas of learning. However, professional development and supervision sessions do not fully support staff's knowledge. They do not focus on ways to continuously improve their skills and teaching. Therefore, the implementation of the curriculum is not consistently focused or sequenced effectively to promote children's learning. This does not support children to make consistently good progress.

That said, children enjoy activities. For example, they fill watering cans with water. Children concentrate well as they work out how to carry the cans without spilling the water. Staff supervise children well. They give encouragement and regular praise. This helps children to remain engaged. Children are confident and demonstrate pride in their achievements. Children with special educational needs and/or disabilities (SEND) benefit from more precise and targeted support. For example, staff follow clear plans and work closely with other professionals to offer support. This helps children with SEND to make progress from their starting points in development.

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

- Managers have worked hard to address the issues raised at the last inspection. For example, there are now robust systems in place for monitoring the ongoing suitability of staff. This helps to keep children safe from harm. In addition, managers regularly monitor staff's knowledge of safeguarding, using questions and quizzes. Staff know what to do if they are concerned about a colleague's manner or behaviour towards a child. They know the signs that indicate that a child may be subject to abuse or neglect.
- Managers focus the curriculum on building children's knowledge and skills in readiness for their eventual move on to school. Training has taken place to share the curriculum with staff and to build their skills, such as observation. However, the curriculum is not fully embedded in practice. Some weaknesses are evident. For example, not all staff have a shared understanding of the intentions for children's learning. This results in play that is enjoyable for children but does not focus on specific learning or continually build on their current abilities.
- There are systems in place to offer support and training to staff. Staff give examples of improvements they have made to the provision following training.

They say they feel well supported by managers. However, managers do not use supervision sessions and mentoring to consistently identify specific areas for development. This means that staff do not know precisely what to do to improve their skills. Teaching does not improve quickly enough to ensure that children make consistently good progress.

- Generally, children behave well. Children take turns and share resources. However, on occasion, staff do not organise routines well. This results in children being unsure what to do next. For example, following lunch, staff give children conflicting guidance on where to sit and what to do. Children wander from the carpet area and hover near the bathroom. They roll around on the carpet area and become less responsive to staff's requests. During these times, staff do not support children's behaviour well.
- Children enjoy the flexibility of being able to choose indoor or outdoor play for large parts of the day. Staff recognise that some children learn best outdoors. For example, they note that some children prefer to mark make outside, and they offer them suitable activities. This helps all children to access learning in a way that meets their needs.
- Staff encourage children's thinking skills. For example, children decide to make a hedgehog with dough. Staff help children to consider how to make the spikes. Children decide to go outside and collect sticks to use as spikes. Children develop their thinking skills and make independent choices. These skills contribute towards their future learning.
- Overall, staff support children to develop healthy lifestyles. They talk to children about food that gives them energy. The setting works with parents to advise on healthy packed lunches for children. In addition, hygiene practices are good. Staff regularly remind children to use tissues to wipe their nose and to wash their hands. They display posters to help children, including those with less language, to follow good hygiene practices. This supports children's knowledge of good hygiene habits.

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
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ensure that staff have an effective knowledge and understanding of the learning and development requirements in order to implement a well-sequenced curriculum to promote children's good progress	13/10/2025
make sure that supervision sessions and mentoring arrangements continually identify and support any weaknesses in teaching to improve outcomes for children.	13/10/2025

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

- arrange consistent and organised routines throughout the day so children have a secure knowledge of what is expected and to encourage their consistently good behaviour.

Setting details

Unique reference number	2715406
Local authority	Oldham
Inspection number	10414359
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 3
Total number of places	32
Number of children on roll	24
Name of registered person	The Childcare Village Limited
Registered person unique reference number	RP519554
Telephone number	01706-849688
Date of previous inspection	9 May 2025

Information about this early years setting

The Childcare Village Preschool registered in 2022 and is located in Shaw, Oldham. It is open during term time, from 8.45am to 2.45pm, Monday to Friday. The pre-school employs six members of staff. Of these, one member of staff holds an early years qualifications at level 5, two staff hold qualifications at level 4 and three staff hold qualifications at level 3. The pre-school offers government-funded childcare.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- The manager showed the inspector around the premises and discussed how they ensure that they are safe and suitable.
- The manager joined the inspector on a learning walk and talked about the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors.
- The inspector spoke to managers and staff about how the curriculum is implemented and the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to show 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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