

Inspection of Childsplay Day Nursery

Catherine Beckett Community Centre, Deepdale Road, PRESTON PR1 5AR

Inspection date:

17 July 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Caring staff form warm relationships with children and families. Children arrive happy, and staff support children to settle through reading stories in cosy spaces. They reassure children if they become upset by giving cuddles and engaging them in play. Staff get to know children and aim to foster their interests. Children choose from a range of activities on offer, and staff join in with their play experiences. This helps children to feel safe at nursery.

Leaders have developed a curriculum that focuses on communication and language and school readiness. However, there are inconsistencies in the quality of education on offer. Some staff lack the understanding to implement clear learning outcomes for children. For instance, staff do not always support children to develop their vocabulary and listening skills and independence. This is partly due to staff changes but also inconsistencies within the team in practice, routines, behaviour management and subject knowledge. Leaders have not ensured that all staff understand the curriculum intentions and can implement it to a good enough standard. This means that staff do not fully support children to develop positive attitudes to learning. That said, children enjoy singing time. They learn the names of their peers and animal names and noises. Staff are enthusiastic and encourage children to join in with group activities.

Children with special educational needs and/or disabilities (SEND) are identified, and leaders consult specialist professionals. Although there is a clear focus on supporting children with SEND, leaders and staff do not always act on advice and suggestions. For instance, key persons do not support children in achieving the next steps, and leaders do not assist parents and carers in obtaining additional funding as recommended. This impacts on the progress children make. However, children enjoy their time at nursery, and leaders provide some valuable experiences for children, which enhances the basic curriculum on offer.

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

- The provider has not continued to meet the requirements of the 'Statutory framework for the early years foundation stage'. They failed to notify Ofsted of required information. Changes to the committee members were not reported. As a result, some committee members have not had their suitability checked, as is required. However, there is minimal impact on children's safety, as they do not have any unsupervised contact with children.
- The curriculum for developing children's independence and self-help skills is not consistently implemented. Staff do not allow children the time and freedom to try and do simple tasks for themselves. For instance, some staff wash children's hands, pour their water and put their shoes on. This limits children's

opportunities to practise and develop vital skills ready for their move to school.

- Staff provide support for disadvantaged children, children with SEND and those who are learning English as an additional language. They have a basic knowledge of children's needs. They find out key words in children's home languages. However, staff do not use vital communication aids enough to support children's developing understanding. In addition to this, the targets set are not always aimed at closing the gaps in development. This hinders the progress children make and their needs being met.
- Leaders use funding effectively to give children experiences and opportunities they would not normally have. Children have weekly sports sessions and enjoy an annual trip. Leaders consider individual needs. They purchase resources such as multicultural tools and books to meet children's interests. This supports children's play experiences.
- Staff do not consistently implement effective strategies to support children's communication and language development. They do not emphasise key words or introduce new words to support the breadth of children's vocabulary. This impacts on children's ability to communicate. The communication and language curriculum is not yet good.
- Staff do not consistently support children's interactions. They fail to intervene, during free play, when children throw toys and grab at others. Staff do not teach children why the behaviour is unacceptable and the expectations at nursery. This impacts on children's engagement in learning.
- Parent partnerships are in place. Parents value the staff team and feel comfortable to approach them if needed. Leaders seek information when children start, but this lacks detail. Staff share information with parents about activities and care practices. However, parents are not always aware of what their children are learning and their next steps. This means parents are unable to support their children's learning at home.
- Leaders conduct regular supervisions. Although there is a focus on staff training, this is not precise enough. Targets set for staff do not reflect the vital areas that they need support with. Staff are unaware of what they need to do to improve practice. Therefore, quality does not improve 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 meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

improve the arrangements for children with SEND and provide consistently good support through following agreed strategies	25/08/2025
implement effective and consistent behaviour management strategies to support children to regulate their own behaviour and access learning	25/08/2025
improve ways of sharing information with parents that includes children's next steps to provide continuity of care and education	25/08/2025
implement effective professional development systems so staff receive support, coaching and training to meet the needs of the children they care for.	25/08/2025

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

- provide Ofsted with the required information for changes to trustees, in a timely manner, to ensure that checks can be carried out to determine their suitability
- support staff to implement the curriculum intentions consistently and to consider the learning and development needs and interests of all children
- provide consistent opportunities for children to develop their independence skills in readiness for their next stage of learning
- strengthen the implementation of the language and communication curriculum to support children's vocabulary, listening and communication skills
- enhance the support for children who speak English as an additional language to support their emotional well-being.

Setting details

Unique reference number	2733354
Local authority	Lancashire
Inspection number	10399614
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	2 to 4
Total number of places	24
Number of children on roll	40
Name of registered person	Preston Childsplay CIO
Registered person unique reference number	2733355
Telephone number	01772252563
Date of previous inspection	Not applicable

Information about this early years setting

Childsplay Day Nursery registered in 2023 and is based in Preston. It operates from Catherine Beckett Community Centre. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 5.30pm. The nursery employs six members of childcare staff. Of these, five hold an appropriate childcare qualification at level 3, and one staff member is working towards a level 3 childcare qualification. The nursery provides funded early years education.

Information about this inspection

Inspector

Lisa Bellam-Brown

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with the manager about the leadership and management of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- 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 joint observations with the manager.
- The manager provided the inspector with key documentation on request.
- Parents shared their views of the nursery with the inspector.
- The inspector spoke to children and staff at appropriate times 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025