

Inspection of Milnrow pre-school CIC

Milnrow Pre School, Charles Lane, Milnrow, Rochdale OL16 3NZ

Inspection date:

15 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership and management compromise children's safety and well-being. Leaders' oversight is ineffective, and they lack a secure understanding of their roles and responsibilities under the early years statutory requirements. For example, risk assessments are inadequate. Staff fail to identify and address hazards, such as wet outdoor equipment. During the inspection, children slipped and fell while using equipment that had not been checked. This lack of effective oversight means that children's welfare and safety are not adequately ensured.

The quality of education is poor. Leaders have not ensured the curriculum meets the needs of all children, including those with special educational needs and/or disabilities (SEND). Staff do not use their knowledge of children to plan or adapt learning. For example, children often play with materials, like construction toys and small-world figures, without meaningful interaction or challenge. Furthermore, leaders do not address weak teaching quickly enough. As a result, children do not make the progress they should.

Despite the weaknesses, staff welcome children warmly into the nursery. Overall, children arrive happy and smile, when greeted by staff and their friends. Children settle quickly and explore the environment. Children demonstrate a sense of belonging and, in the main, behave well.

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

- Leadership and management are inadequate. The provider has failed to notify Ofsted of a significant incident. In addition, recruitment procedures lack rigour. Leaders have not completed all necessary vetting checks, including Disclosure and Barring Service (DBS) checks, which means they cannot be confident that all staff are safe and suitable to work with children. These breaches of statutory requirements place children at significant risk.
- Leaders and managers do not ensure the safe use of mobile phones and cameras at the setting. They do not inform visitors of the setting's policies and procedures in this regard, to ensure children's safety.
- The arrangements in place to support children with SEND are not sufficient. Although leaders identify children's needs early and refers concerns to appropriate agencies, staff do not consistently support children with SEND to meet their needs and support their learning. Children with SEND are often left to their own devices and spend long periods of time alone. When staff do engage, they often pick up children and carry them. There is no clear learning to meet their individual needs. This impacts on the progress children with SEND make.
- The provider's curriculum is weak and poorly sequenced. Learning opportunities do not consider children's individual learning needs or next steps, limiting their

progress. Staff do not effectively extend learning or offer activities that motivate children. For example, when children try to move resources to different areas, staff immediately say no. This leads to disengagement and negative attitudes towards learning.

- Staff do not consistently support children's communication and language development. While stories and songs are used, and the curriculum focuses on communication, not all staff implement this effectively. They often fail to introduce key vocabulary or provide high-quality interactions, limiting children's learning. For example, when children become upset, staff say, 'I know, I know,' rather than encouraging them to explain how they feel. Additionally, although resources such as visual aids are available, staff do not use these strategies to support children's communication and language development.
- Children show some independence, such as registering themselves and putting their coats on the peg. However, staff do not consistently promote good hygiene. They often wipe children's noses without encouraging self-care and fail to wash their hands or support children to do so. This limits children's understanding of healthy habits.
- Partnership with parents is variable. While daily handovers take place, many parents are not consistently informed about learning targets or given strategies to support learning at home. This limits continuity between home and setting. Although staff recognise the importance of parental involvement, communication and shared planning are not yet effective or embedded, reducing the impact on children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure the setting's safeguarding policies and procedures are implemented effectively, particularly in relation to the use of mobile phones at the setting	15/10/2025

ensure that a Disclosure and Barring Service check is completed for all members of staff, and follow effective recruitment processes to ensure that all those who work with or have regular contact with children, are suitable	15/10/2025
ensure that staff understand how to support children with special educational needs and/or disabilities so that they are supported to make the progress they are capable of	15/10/2025
implement effective risk assessments to ensure the environment is free from hazards that pose a safety risk to children, and ensure risk assessments inform staff practice consistently.	15/10/2025

To meet the requirements of the early years foundation stage, the provider must:

	Due date
plan and implement a curriculum that meets the individual learning needs of the children who attend	15/10/2025
ensure staff understand how to sequence the curriculum to support children's progress towards next stages in their learning.	15/10/2025

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

- strengthen hygiene practices in order to teach children the importance of personal hygiene.

Setting details

Unique reference number	2742133
Local authority	Rochdale
Inspection number	10412919
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	2 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	Milnrow pre-school CIC
Registered person unique reference number	2742134
Telephone number	01706640391
Date of previous inspection	Not applicable

Information about this early years setting

Milnrow pre-school CIC registered in 2023, and is situated in Milnrow, Greater Manchester. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications. The nursery is open from 8am to 5pm, Monday to Friday, term time only. The setting provides government funded places for childcare.

Information about this inspection

Inspector
Kelly Little

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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