

Inspection of Hopwood Hall College Nursery

Hopwood Hall College, St. Marys Gate, ROCHDALE, Lancashire OL12 6RY

Inspection date:

2 May 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders have a curriculum intent in place. However, the curriculum lacks ambition and is not always well sequenced. Leaders encourage staff to use themes and topics to plan children's learning experiences. However, this does not always ensure that staff are planning learning experiences that meet the individual needs of all children to support them to make consistently good progress. At times, staff do not support children who speak English as an additional language (EAL). For example, they read books that are too complex. Therefore, children lose interest and become disengaged. While some children make good progress, others are not supported well. For example, the curriculum is not always adapted to meet the needs of all children, particularly children with special educational needs and/or disabilities (SEND). For example, specific targets are not shared among the team. As a result, staff interactions do not always help children to learn new skills or build on their current knowledge.

Children feel happy and safe in the setting. They settle quickly at the start of the day and form strong bonds with their key person. For example, children seek out familiar adults for comfort and enjoy sharing experiences with them. This helps children feel secure and ready to learn. Overall, children have a positive attitude towards learning and follow the routine well. They enjoy participating in activities such as mark making and water play. These activities support children with sensory exploration.

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

- Staff gather some information about children before they start nursery. They carry out observations of children as they play. Staff use this knowledge to plan some learning experiences for children. However, leaders do not always ensure that the curriculum is implemented to build on what children already know and can do. For example, some learning is pitched too high. This results in some children quickly losing interest.
- Staff support children with SEND throughout the day to help them feel settled. Leaders make timely referrals and seek support from outside agencies to help children access early help. However, leaders do not always ensure that staff are aware of the individual next steps set for these children. As a result, interactions and activities are not sufficiently targeted, limiting these children's ability to make sustained progress.
- Leaders and staff have not yet implemented effective strategies for children who speak EAL. For example, staff have not considered how children who speak EAL understand the daily routine. At times, children simply follow along with other children. As a result, children who speak EAL are not supported to understand what is happening now and next. This does not support children to have access

to the full curriculum.

- Staff speak positively about the support they receive from leaders and managers and the regular supervision meetings in place. However, leaders do not provide staff with clear, focused targets to improve their practice. As a result, staff are unsure how to improve their teaching of the curriculum. This leads to inconsistencies in teaching across the setting, which affects the quality of children's learning experiences, particularly in key areas such as communication and language.
- Recruitment procedures are robust, with all staff undergoing appropriate suitability checks before working with children. However, induction procedures and supervision arrangements lack consistency and do not fully ensure that new staff understand their roles and responsibilities in supporting children's learning effectively. As a result, staff are not always well prepared to support children's learning. This leads to inconsistencies in the quality of interactions and teaching.
- Staff caring for older children support parents well. They have devised take-home bags to help prepare children for the transition on to school. Parents consistently express high levels of satisfaction with the setting, frequently praising the warm, supportive relationships staff build with their children. This strong parental endorsement reflects the positive impact the setting has on children's well-being and development.
- Physical development is promoted well in the setting. Children have various opportunities to practise their gross motor skills. Babies feed themselves with spoons, and older children are beginning to write their own names. This helps children to prepare for their next stages in development.

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
ensure that the curriculum considers children's individual needs and the skills they need to learn next to support them to make consistently good progress in their development	23/06/2025

put arrangements in place to ensure that targets and next steps for all children, including children with SEND, are communicated to staff effectively, enabling them to support children to be ready for their next stage in learning	23/06/2025
implement strategies to fully support children who speak EAL to ensure that they develop good communication skills in English.	23/06/2025

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

- strengthen procedures for the induction process and supervision arrangements to support all staff to fully understand and implement the curriculum effectively, and to improve their interactions with children.

Setting details

Unique reference number	316317
Local authority	Rochdale
Inspection number	10380802
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	85
Number of children on roll	77
Name of registered person	Creche-N-Co Ltd
Registered person unique reference number	RP905979
Telephone number	01706 345 346 ext 2247
Date of previous inspection	25 June 2019

Information about this early years setting

Hopwood Hall College Nursery registered in 1991. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am to 6pm. The nursery employs 14 members of childcare staff, 10 of whom hold a valid level 3 qualification, one holds a level 2 qualification and two members of staff are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Remi Stennett

Inspection activities

- 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.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual/registered 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 spoke to several parents during the inspection and took account of their views.
- 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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