

Inspection of The Old Library

Wardle Road, Rochdale, Lancashire OL12 9ER

Inspection date: 15 August 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff have created a learning environment that oozes calm and tranquillity. Children feel safe and have a strong sense of belonging. They wave their parents off at the front door each morning and are eager to greet their friends. In the main, staff have planned an ambitious curriculum that keeps children interested to learn. For example, children relish trips to the local farm. They learn about the different habitats of animals. Children are keen to share their knowledge of the life cycle of a frog with their friends. Staff are good role models. They provide children with clear expectations for their behaviour. Children know what is expected of them and they behave well. Children show kindness towards others. For example, they cuddle their friends and praise them for their achievements.

Staff help children to understand the importance of healthy living. They provide them with nutritious foods and talk to them about the benefits of a balanced diet. Staff support children to understand the importance of good oral health. For example, they talk to them about visiting the dentist and why they need to brush their teeth. Staff encourage children to be physically active. They provide opportunities for children to take part in ring games and an assault course outdoors. Children develop excellent physical dexterity and show high levels of endurance during their play. Staff promote children to become independent from a young age. Babies help to clean their own faces and wash their hands after eating. Older children help to tidy toys away and learn to put their own coats on. Children develop good skills in readiness for their eventual move on to school.

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

- The setting has effective systems in place for self-evaluation. It uses information from staff, children, parents and carers when determining how it can improve. For example, through reflection, the setting has developed play areas for babies to help to improve their physical skills. This means that babies have lots of space to freely move and test out their large-muscle skills.
- Overall, children are provided with a broad and balanced curriculum, which builds on what they already know and can do. However, some staff are not aware of what leaders intend children to learn. This means that, on occasion, some staff do not always know how to keep children engaged in their learning.
- The support in place for children with special educational needs and/or disabilities (SEND) is excellent. The setting ensures that children with SEND get the support that they need. It works closely with parents and external professionals to ensure that intervention plans are accurate. Children with SEND flourish at this setting.
- The key-person system is highly effective. The setting gives children's emotional well-being high priority. It has a bespoke settling-in process for each child. This

helps staff get to know children and their families. Children settle incredibly well and develop in their self-confidence.

- The setting has systems in place to support staff's training, supervisions and coaching. However, some of these are in their infancy and have not had time to be fully embedded across the setting. This means that there are some inconsistencies in staff's practice. For instance, some staff do not always use the correct vocabulary when communicating with children.
- Parental partnerships are strong. The setting organises social events that parents can attend to share advice and tips on parenting. It keeps them informed about their children's care and learning needs. The setting supports parents to continue their children's learning at home. For example, they are given ideas of how to support their children's emerging writing skills. Parents commended the setting for the services that it provides.
- Staff teach children to be tolerant and respectful of others. Children form secure friendships and behave well. They talk about what makes them unique. For example, children look at books and discuss how some children have different skin tones. Children develop positive attitudes towards living in a diverse society.
- The setting uses additional funding well. It thinks about the best ways that it can improve learning outcomes for children. For example, the setting has made a sensory room to help to support children's personal, social and emotional development. Children develop good social skills and learn how to manage their own emotions.
- The setting promotes children's love of reading. Children relish visiting the local library. They share books with their friends and talk about the illustrations. The setting encourages children to take books home to share with their families. Children enjoy cuddling up to staff while listening to stories. They enact the roles of their favourite characters and can identify familiar words.

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:

- support staff to gain a better understanding of what leaders intend children to learn
- strengthen the arrangements for staff's training and coaching to help to improve their practice.

Setting details

Unique reference number	316464
Local authority	Rochdale
Inspection number	10351089
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 4
Total number of places	70
Number of children on roll	101
Name of registered person	The Old Library Nursery Ltd
Registered person unique reference number	RP524089
Telephone number	01706 649 430
Date of previous inspection	4 October 2018

Information about this early years setting

The Old Library registered in 1989 and is located in Rochdale. The setting employs 24 members of staff. Of these, 20 hold an early years qualification at level 2 and above. The setting is open all year round from 7.30am until 5.30pm, Monday to Friday, except for public holidays and for one week at Christmas. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- This was the first routine inspection that the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in his evaluation of the setting.
- The inspector conducted a joint observation of an activity with the manager.
- Discussions were held with the leadership and management team.
- The inspector viewed a sample of documentation, including staff suitability checks.
- The inspector observed adult-led activities and children during their play.
- The inspector spoke with parents and carers during the inspection.
- The inspector spoke with staff and children 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.

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