

Inspection of The Childcare Village

Pre-School and Out Of School Care, St James Street, Shaw, Lancashire OL2 7TD

Inspection date:

15 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy taking part in the activities planned by staff at the nursery. Leaders and staff take account of children's next steps and their interests and support and encourage them to make the most of the opportunities on offer. Children play with sand and water, build with bricks in the construction area or listen to a story in a cosy reading corner. Staff are kind and patient towards the children and relationships between staff and children are warm, respectful and trusting.

Children and families receive a warm welcome when they arrive at the nursery. Children separate confidently from their parents and happily greet their friends and the staff. There is lots of laughter and chatter. In the home corner, staff engage children in conversations and encourage them to talk about what they are doing and what food they are cooking on the pretend cooker. Staff discuss with children why they need to strap the dolls into the prams and how to walk with the prams so that the dolls do not fall out. These conversations and positive interactions ensure that children make progress with their communication and language.

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

- The nursery has set itself firmly at the heart of the community. Leaders and staff care deeply about supporting the whole family and go to great lengths to ensure that all children and families feel nurtured, respected and cared for. This inclusive ethos ensures that all children are valued members of the nursery community. This supports children to feel emotionally secure.
- Staff speak highly of the ethos of the teamwork within the setting. Leaders support staff with their well-being. However, the provider has not ensured that the arrangements for supervisions and monitoring of staff are consistent. As a result, staff do not have regular opportunities to improve the quality of their practice and ensure that interactions and learning are of a consistently high quality.
- Staff teach children to wash their hands before mealtimes and after they have been to the toilet. However, at other times, hygiene practices and routines are not well followed. Children cough over staff and other children and are not reminded to cover their mouths. This does not teach children the importance of good self-care and risks spreading infections.
- At times, children are supported and encouraged to do things for themselves. For example, at the end of the morning session, children help to tidy up the toys and put things away. However, at other times, staff do things for children that children could do for themselves. For example, children are not encouraged to have a go at putting their own coats on when they go out to play, or unpack their own lunch boxes at lunchtime. This limits the opportunities for children to develop their independence skills.

- Overall, children behave well. They share the toys and resources, speak politely to others and wait to be served a drink at lunchtime. Occasionally, however, routines do not support good behaviour. Children are asked to sit longer than they can for their age, waiting to wash their hands before lunch. They become bored and fidgety and have to be told several times to sit down again. At these times, children's positive behaviour is not well supported.
- There is a strong focus on children's communication and language development at the nursery. Staff have taken part in a range of additional training to develop their skills and expertise in this area. Children enjoy taking part in a singing session. They enthusiastically join in with the familiar rhymes and choose a toy from the box that links to the rhyme. They discuss the feel of the dough when they have used different rolling pins to flatten it out. These activities support the development of children's speech and language and help to extend their vocabulary.
- Outside, children get plenty of exercise and fresh air. They push themselves along on bicycles and tricycles and enjoy using the slide and see-saw. Children jump up and down excitedly as staff blow bubbles up into the air. Children bend and stretch up high to reach the bubbles, using their fingers to burst them. These activities support the development of children's physical skills.
- Parents speak warmly of the positive partnership they have with the nursery. They consistently describe leaders and staff as 'so supportive' and value the expert advice and support they offer with issues, such as toilet training. Parents appreciate the discussions which take place at the start or end of the session, where they share useful information about their children's development and progress. This enables them to continue learning at home.

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 hygiene practices are improved in order to promote children's good health	29/07/2025

implement stringent arrangements for the supervision and monitoring of all staff, including the manager, so that they are supported and coached to improve outcomes for children.	26/08/2025
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To further improve the quality of the early years provision, the provider should:

- support staff to implement effective routines that encourage and support children's independence and self-help skills
- support staff to implement strategies that encourage and support children's positive behaviour.

Setting details

Unique reference number	EY348662
Local authority	Oldham
Inspection number	10398452
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	2 to 11
Total number of places	80
Number of children on roll	73
Name of registered person	The Childcare Village Limited
Registered person unique reference number	RP519554
Telephone number	01706 843556
Date of previous inspection	23 October 2019

Information about this early years setting

The Childcare Village registered in 2007. It is situated in the Shaw area of Oldham. The nursery operates from St James Parish Rooms. The nursery and pre-school are open from 8.50am to 3.15pm, during term time only. The out-of-school facility operates from 7.30am to 8.40am and from 3.15pm to 5.30pm, during term time, and from 7.30am to 5.30pm during school holidays. The nursery employs six members of staff who work directly with the children. All staff hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Sarah Gower-Jones

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 to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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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