

Inspection of Carelovelearn At St Oswalds

St. Oswalds Primary School, Council Avenue, Ashton-In-Makerfield, Wigan,
Lancashire WN4 9AZ

Inspection date: 21 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the setting happy and ready to learn. They meet familiar adults with smiles and cheerful greetings. Children are keen to start their day with a 'wake-up and shake-up' session. They join in with gusto as they move their bodies to the music and copy actions. This helps to get children energised for their busy day ahead.

There are a wide range of activities and learning opportunities available. Children become immersed in their play, supported by interested adults who work at their level. Children develop secure attachments with their key persons. This helps give them the confidence they need to explore their inviting environment. For example, children independently select activities, such as painting, which keeps them motivated and engaged. The children happily talk to the adults about their families and relate their home experiences to what they do in the setting. The children display good behaviour. They follow the routine of the day and demonstrate positive attitudes by sharing resources and space.

Following the COVID-19 pandemic, staff have identified gaps in children's communication and language. As a result, children benefit from lots of opportunities to develop these skills through stories, rhymes and songs.

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

- Staff are highly attuned to the individual needs of the children. Children with developing attachments are invited to attend the summer-holiday club. This helps them to maintain strong connections with the pre-school staff.
- The setting has excellent links with the primary school they are based in. This partnership working has helped to provide smooth transitions for children. For example, children moving into Reception are familiar with the staff and school environment.
- Parents are full of praise for the staff. They state how they have seen their children flourish while attending the setting. For example, a parent commented that the setting has 'absolutely amazing staff' and that their child has 'really come out of their shell.' Parents feel their children are confident and happy due to the support provided by the staff.
- Managers have a clear and ambitious vision for providing high-quality education to all children. However, the curriculum is not yet fully embedded and consistent. For instance, staff are not always clear on how to plan and implement activities effectively. Consequently, not all learning opportunities build on children's prior knowledge.
- The leaders have highlighted areas for further development. Following the pandemic, the provider had difficulty recruiting and developing the staff team.

The leadership has made good recovery and has a team that is gelling well. Staff articulate that they feel supported by induction processes that the setting has in place and know who to ask for help or guidance if necessary. This has a positive impact on the children.

- Children with special educational needs and/or disabilities are well supported. Staff support parents and make referrals for additional support quickly. While waiting for external support, the manager ensures staff support children with strategies that meet their individual learning needs.
- Children benefit from lots of opportunities to develop their physical skills. They access the 'trim trail' and large playground during timetabled slots with the school.
- Staff are good role models and have high expectations for children's behaviour. Children share and take turns during their play and staff praise children regularly. This supports children's understanding of being kind to each other.
- The learning environment is set up to support children to make independent choices. However, there are gaps in the curriculum. This means children do not have opportunities deepen their knowledge during independent play. For example, children have been exploring the story 'Room on the Broom', and opportunities to develop ideas are not available in the wider environment.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are trained in safeguarding. They are fully aware of what they must do should they have concerns about a child's welfare. Staff also demonstrate a good understanding of what to do and who to contact if there are concerns about any member of the staff team. The setting's safeguarding lead and school leaders work harmoniously to ensure children's safety and well-being. Effective recruitment and induction procedures are carried out. This ensures children are cared for in a safe environment.

What does the setting need to do to improve?

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

- improve the sequencing of the curriculum to help build on children's prior knowledge and skills
- support staff to further enhance the quality of their teaching.

Setting details

Unique reference number	2533903
Local authority	Wigan
Inspection number	10208528
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	2.5 to 11
Total number of places	54
Number of children on roll	22
Name of registered person	Morris, Susan
Registered person unique reference number	2533902
Telephone number	07732092666
Date of previous inspection	Not applicable

Information about this early years setting

Carelovelearn at St Oswald's registered in 2019. The setting employs 11 members of childcare staff. Of these, 10 staff members hold an appropriate early years qualification at level 2 or above. The setting is open Monday to Friday, from 7.30am until 6pm, 51 weeks of the year. The setting provides funded early education for two-, three- and four-year-old children. The setting provides a breakfast club, after school club and holiday provision.

Information about this inspection

Inspector

Jessica Leong

Inspection activities

- This was the first routine inspection the childminder received since the pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- 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 a joint observation of a group activity with the manager.
- Parents shared their views on the nursery with the inspector.

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 2022