

Inspection of Love Our Child

210 Katherine Street, ASHTON-UNDER-LYNE, Lancashire OL6 7AS

Inspection date: 2 August 2022

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

Children receive a warm welcome at this very inclusive nursery. They feel safe and secure. The children are happy and have strong attachments to the staff who care for them.

Due to the COVID-19 pandemic, staff identified a gap in children's social development. As a result, they have worked hard to help children build their confidence and make relationships with others. Parents praise how staff have addressed this issue. One parent commented on how her daughter has 'come a long way' and is now 'very independent as she moves on to school'.

The large indoor environment offers a wide range of learning opportunities. Outdoors, the children play well together across the different ages. Older children encourage the younger ones to use the wheeled toys. The children are kind and helpful to each other.

Staff have high expectations and ensure that activities are based on children's interests and next steps. Babies wave their arms in excitement when exploring bananas in a sensory activity. Older children become immersed in imaginary role play as they care for their baby dolls. Pre-school children experiment with fresh fruit and vegetables. This follows their fascination with the story of 'The Hungry Caterpillar'.

Children know the routines well. Staff consistently use picture symbols alongside verbal instructions to promote children's involvement. Children who speak English as an additional language receive good levels of support because staff speak their home language. Staff also model language very well and encourage children with their communication skills.

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

- The nursery is inclusive and celebrates diversity. Children from a range of cultural backgrounds benefit from being together.
- Staff support children to develop their good communication skills. For example, they give children time to respond to questions. Young children and babies are encouraged to complete familiar songs and rhymes. As a result, they learn new sounds and words, such as 'squeeze' and 'squishy'.
- Children benefit from lots of opportunities to develop their independence. Young children collect their 'wellies' and put them on with some support. Older children self-register, put on their coats for outdoor play and wash their hands. This helps to prepare them for school routines.
- Staff know their key children very well. They know what they want children to

develop and learn. For example, staff encourage children to develop their mark-making skills in a variety of ways. However, they do not have a secure understanding of literacy progression. For example, labelling around the nursery is inconsistent and children are taught to blend sounds ahead of forming a firm phonic base. This is confusing for children.

- Children learn to respect each other. They celebrate a range of special cultural days and festivals. Children recently learned about the Queen's Jubilee and Eid al-Adha. They also enjoy trips into the community, which helps them to learn about the world around them. For example, children visit the local library, play centre and farm.
- Child and adult interactions are positive. Children generally show high levels of engagement in planned activities. They are encouraged to develop a love of learning. They squeal in delight when joining in with staff as they sing and dance together. Children concentrate well during circle time. They are also curious to explore independently. This helps to expand their imagination.
- The well-qualified staff are wonderful role models for children. They encourage positive behaviour. As a result, children are well behaved and develop lots of confidence.
- Staff continually assess what children know and can do. As a result, they are able to identify any concerns in a child's development and seek intervention from other professionals. This means that children get the support they need to help them catch up with their peers.
- Parents comment on the excellent settling-in procedure. They feel well informed about their children's time at nursery and their progress. Parents also know their children's key worker well and feel that the management team is very friendly and helpful.
- Children benefit from the support staff give to parents. There are informative leaflets in several languages, for example on breast feeding, healthy packed lunches and mental well-being.
- Staff feel fully supported. They say their well-being is a high priority. Many have accessed online training as directed to further their professional development. Training includes food hygiene and a range of safeguarding topics. This training has a positive impact on children's care, learning and progress.

Safeguarding

The arrangements for safeguarding are effective.

Safe recruitment procedures ensure that all staff are suitable to work with children. Managers deploy staff well so that children are supervised at all times. The nursery is clean, safe and secure. Staff also carry out risk assessments on the indoor and outdoor environment. This helps to keep children safe at play. Staff know how to follow up any safeguarding concerns. They understand the importance of following correct reporting procedures. This demonstrates that children's well-being is a priority. In response to an identified need, staff helped families to gain a greater understanding of e-safety and the dangers this could pose to their children.

What does the setting need to do to improve?

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

- improve the effectiveness of literacy within the curriculum
- support staff in developing a thorough understanding of early pre-reading and writing skills.

Setting details

Unique reference number	EY435833
Local authority	Tameside
Inspection number	10219761
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	1 to 7
Total number of places	120
Number of children on roll	81
Name of registered person	Klisiewicz, Jolanta Maria
Registered person unique reference number	RP515204
Telephone number	07939625573
Date of previous inspection	11 August 2016

Information about this early years setting

Love Our Child registered in 2012. The nursery employs 16 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, four hold qualifications at level 5 and eight have qualified teacher status. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice Apel

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- A learning walk was completed with the management team to discuss the curriculum and how the provision is organised.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector spoke to staff and children at appropriate times during the day.
- The inspector carried out a joint observation of an activity with the manager.
- Parents spoke to the inspector at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the nursery, first-aid certificates and staff qualifications.

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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