

# Inspection of St. Anne's Pre-School, Royton Oldham Limited

St Anne's C of E School, Ormerod Avenue, Royton, OLDHAM OL2 5DH

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Inspection date: 20 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children arrive excitedly to this caring nursery. They form loving bonds with staff, who place the children at the heart of everything they do. Children invite staff to join in with their play. They use their imagination as they make 'tea' with the role-play food. Staff name the items and show genuine interest as they pretend to eat the food they make. Children are consulted as staff show them a nappy in advance of changing them. These respectful and nurturing relationships help children to feel safe and secure.

Children have fun in the care of consistent, professional staff. Younger children shake instruments along to their favourite nursery rhymes. Older children concentrate when they are sticking and gluing. They use their fine motor skills to spread glue carefully and accurately use scissors to snip paper. Children stretch their bodies as they take part in a yoga session. They excitedly demonstrate the stretches they have remembered. Children show a positive attitude to learning and make good progress from their starting points.

Children are supported by calm staff, who encourage them to share, take turns and use their manners. Older children pass plates and cups to the younger children at snack time. When children arrive, they welcome each other with a smile and a wave. As children create pictures, other children praise their efforts and shout, 'Wow, I like that'. Children behave well and demonstrate kind behaviours.

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

- Independence is supported well at this nursery. Children relish the chance to be the 'special helper'. They put on an apron and set up the 'café' for snack time. When snack time is over, they gather up the plates and wash them, showing pride in their achievement. Children are confident in their own abilities and show high levels of self-esteem.
- Children thoroughly enjoy exploring the wide range of books that are available in the setting. Younger children cuddle up with staff and turn the pages carefully, waiting with anticipation as staff read to them. Older children use books to extend their learning. For example, as children talk to staff about dinosaurs, they go to find a book about dinosaurs to explore this interest further. Children show a real interest in stories.
- Staff bring the teaching of mathematics into everyday routines. Children confidently cut bananas for snack time into 'four pieces', and staff talk about them being in quarters. As children collect and pour water, staff talk about the containers being 'empty' now that the water has gone. Children make good progress in this area of their learning.
- Leaders have designed a curriculum that builds on children's interests and skills

over time. Overall, staff's teaching is good. However, at times, the curriculum is not implemented consistently by all staff. Staff do not always consider precisely enough what they intend children to learn through the activities they offer. Furthermore, staff do not always adapt and respond in the moment as learning opportunities arise. This does not support children to make the highest levels of progress in their learning.

- Staff feel extremely well supported by leaders. Leaders carry out frequent supervision meetings, and staff state that their well-being is promoted. Staff have access to a wide range of training opportunities to help them fulfil their roles. However, these arrangements are not fully effective in identifying minor inconsistencies in some practice. There is scope to further develop these systems to raise the quality of practice to a consistently high level.
- Staff develop extremely successful relationships with parents. Parents are positive about the regular information they receive about their children's development. Parents have noticed particular progress in their children's confidence and speech development since starting. They comment that their children have formed loving bonds with staff, who know their children well.
- The special educational needs coordinator (SENCo) is knowledgeable and passionate about her role. She works closely with staff to identify children who may require additional support. This helps to ensure that children with special educational needs and/or disabilities (SEND) receive the support they need to make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in identifying the possible signs and symptoms of abuse and understand the procedures to follow if they have any concerns about children's welfare. Staff understand the procedures they should follow in the event of them having any worries about the behaviour of a colleague. Staff are vigilant about the security of the setting and are deployed effectively to help keep children safe. Children are taught how to keep themselves safe when using scissors. Staff remind children how to hold them safely and the risk of walking with scissors.

## 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 understand what they intend children to learn and how to consistently promote progress through embracing learning opportunities as they occur
- strengthen the monitoring arrangements to raise staff practice to a consistently high level.

## Setting details

<b>Unique reference number</b>	EY375631
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10264933
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	St. Anne's Pre-School, Royton Oldham
<b>Registered person unique reference number</b>	RP525973
<b>Telephone number</b>	07721 958 004
<b>Date of previous inspection</b>	30 June 2017

## Information about this early years setting

St. Anne's Pre-School, Royton Oldham Limited registered in 2008. It operates from St. Anne's Primary School in Royton, Oldham. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, during term time only, from 8am until 5.30pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Weston

## 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 leaders and has taken that into account in their evaluation of the setting.
- 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.
- Children and staff spoke with the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation outdoors.
- Parents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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