

# Inspection of Holyrood Day Nursery Castleton

Heywood Road, Castleton, Rochdale, Lancashire OL11 3BT

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Inspection date: 17 October 2023

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

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**

Staff meet the care needs of children in this nursery. However, the quality of education is variable. Leaders have not ensured that staff have a clear understanding of how to implement the curriculum. Therefore, too often, staff provide opportunities that reflect only children's interests. This means that learning does not focus enough on what each child needs to know or to be able to do next.

Staff do not always identify the early signs that indicate children may need additional support. This is because leaders and staff have a weak understanding of using assessment to monitor children's development. Additionally, staff are not always quick enough to put in place plans to support children to make the good progress of which they are capable.

Staff develop respectful relationships with children. They are kind and friendly towards the children. Therefore, children are content. Staff engage in play with children often. For example, staff and children talk about what their family members look like as they draw pictures together. Staff explain to children what is happening during the day. For instance, they tell toddlers they have, 'two more minutes to play before tidy-up time.' Staff encourage children to play cooperatively. Consequently, children feel safe, secure and confident to explore the environment.

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

- The provider has not ensured effective oversight and monitoring of staff performance and practice. The nursery has undergone a period of instability in leadership and management. This has led to weaknesses in the quality of the education children receive.
- The acting managers understand the curriculum they wish to provide. They have an accurate view of the quality of the children's learning. However, the provider has not given staff the professional development required to enable them to securely deliver and monitor the effectiveness of the curriculum.
- Children's communication and language development is not consistent. Some staff show skill in talking to children. For example, staff get down to the babies' level and respond to their attempts to communicate sensitively. However, planned opportunities to develop language, such as story time, is not well organised. Staff share books that are beyond the developmental stage of the children in the group. As a result, some children become disinterested and do not benefit from the activity. Not all children become confident communicators.
- Leaders and staff gather information about children from parents and/or carers when they start at the nursery. However, they do not use this information to help settle and support children effectively. This is particularly true for those children who are learning English as an additional language. Furthermore, staff

do not have a secure understanding of the progress check at age two. This means that staff do not always identify children who are at risk of falling behind and implement tailored plans to bridge gaps in learning.

- Staff develop children's awareness of mathematics well. During the daily routines, staff talk about numbers and sizes. For example, staff and children count the spots on a picture of ladybird. Older children find their name card and tell everyone the shape and colour of it. Children become confident in understanding early mathematical ideas.
- Staff are positive role models for behaviour. Children learn to be kind to one another because staff model sociable behaviours. For example, staff say, 'look they are smiling at you!' as they encourage toddlers to play together. When children find it difficult to regulate their behaviour, staff intervene sensitively and explain why their actions are not appropriate. Children develop an awareness of right and wrong.
- Staff value and promote good physical development. Children benefit from reduced-sugar meals and drinks that promote their good oral health. For example, children enjoy cucumber and cow's or oat milk for snack. Staff encourage opportunities for children to walk, run, jump and climb, both indoors and outdoors. Children develop their core strength and agility well.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead understands her role and responsibility to protect children from harm. Staff have a suitable understanding of how to identify any signs and symptoms that may mean a child is at risk of harm. Staff know who to contact should they have concerns about the behaviour of an adult. Staff work in partnership with other professionals to ensure the safety of children. The premises are clean, safe and secure. Staff teach children how to keep themselves safe by including them in assessing any risks, such as the front gate. All staff receive training in first aid. This helps to keep children safe and well.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure the necessary progress check at age two is completed for each child and is used to plan for and meet their individual needs	20/11/2023

provide training for staff to improve their understanding of how to identify and respond to any gaps in children's development to ensure all children make good progress in their learning	20/11/2023
improve staff's understanding of the curriculum and how to implement it to help children's learning become more purposeful and relevant.	20/10/2023

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

- strengthen staff's understanding of how to develop children's communication and language skills, particularly through the use of books.

## Setting details

<b>Unique reference number</b>	EY370891
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10309900
<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>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Thrive Childcare And Education Limited
<b>Registered person unique reference number</b>	RP900892
<b>Telephone number</b>	01706651821
<b>Date of previous inspection</b>	10 May 2018

## Information about this early years setting

Holyrood Day Nursery Castleton is part of the Thrive Childcare and Education nursery chain. It is situated in Castleton, Rochdale. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. The nursery currently employs 15 members of childcare staff, including the manager. Of these, one holds an appropriate early years qualification at level 6, 10 at level 3 and one at level 2. The nursery is in receipt of funding for early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lois Hulley

## Inspection activities

- This was the first routine inspection the provider 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 their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The acting managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the acting manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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