

# Inspection of Rookwood Private Nursery School

130, Hilton Lane, Manchester M25 9QX

---

Inspection date: 9 January 2025

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Staff create a warm, welcoming environment that feels like home for children at this nursery. Staff know their key children very well and are tuned in to support their emotional needs. Staff are very caring and form strong bonds with children. They have high expectations for children's learning and behaviour. Routines are consistent, which helps children to feel safe and secure. Leaders have developed a curriculum with clear aims for all children. Staff know what they want children to be able to know and do at each stage of their journey through the nursery. They have carefully considered the knowledge and skills children need to become confident and independent learners when they start school.

Children thoroughly enjoy their time in the nursery. Staff plan stimulating activities that sustain children's interest for long periods of time. Younger children explore toys stuck in the ice. Staff support them to learn new words such as 'melt' and 'freeze', making connections to the cold weather. Older children play in the construction area. They put on their high-visibility vest themselves. They build models with bricks and talk to each other about their ideas. Children make good friendships with their peers. They show kindness to each other and share space and equipment happily. Staff support younger children to learn each other's names through songs. Older children independently take turns and play cooperatively with each other.

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

- Children's language skills are well supported. Staff sing songs and read stories to children throughout the day. Younger children learn to say single words through repetition and face-to-face interactions. Staff support them by commenting on what they are doing in their play and repeating new language. As a result, children learn to speak clearly and confidently to their friends and adults.
- Books are a strong feature of the nursery, and staff promote reading well. Staff spend one-to-one time with babies, sitting closely together and sharing stories. Older children recall their favourite stories and talk about the feelings of characters. For example, they can explain why the monkey is sad and worried. This focus on early reading helps children to extend their vocabulary and develop expressive language skills.
- Staff promote the development of children's mathematical skills. Children are encouraged to talk about numbers and compare quantities through play. For example, children notice when there is one more animal in the bath. Younger children say, 'Now there are three.' This helps to support children's understanding of number and lay strong foundations for future learning.
- Generally, the learning environments support the intended curriculum well. Children experience a range of activities in different areas and explore larger

spaces with several rooms as they mature. However, the additional playroom in the baby unit is not as well designed. The room is cluttered with furniture and is not as well resourced. This means that children do not experience the same quality learning environments as other units.

- Children's literacy skills are well supported. Older children learn to recognise, read and write their names. Staff provide children with many opportunities to engage in creative activities using tweezers, brushes and craft tools. As a result, children develop strength and dexterity in their hand and finger muscles in preparation for their early writing.
- Children demonstrate that they have a clear understanding of the routines of the day. However, the organisation of some routines means that children sometimes spend a long time waiting for daily tasks, such as handwashing, toileting or mealtimes. As a result, some children are distracted and are not able to access the purposeful learning on offer.
- Parents say they value the professional, kind and attentive staff team. They appreciate the strong communication provided by the nursery. Staff speak to parents sensitively about any concerns or language delays. They share their knowledge of effective strategies to build children's confidence and help them learn new words together. This consistent approach supports children to make good progress.
- Staff promote children's personal development well. Family photos are displayed on the walls, which helps children to develop a strong sense of belonging and to value each other's individuality. Children are encouraged to be independent in managing their self-care, including dressing and feeding. This helps children build confidence and independence.
- Leaders work well with other agencies. They make a positive contribution to wider family support. Leaders have identified priorities for the nursery linked to staff's training and development. They support the staff team to develop its skills and knowledge in specific areas that interest them, such as supporting children's behaviour or language development.

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

- develop further the learning environment in the baby unit to create more enabling spaces and resources to enhance children's experiences and development

- strengthen the organisation during key routines of the day to reduce waiting times for children and maximise their time spent in purposeful play.

## Setting details

<b>Unique reference number</b>	EY500818
<b>Local authority</b>	Bury
<b>Inspection number</b>	10364214
<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>	1 to 4
<b>Total number of places</b>	133
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Rookwood Nursery Ltd
<b>Registered person unique reference number</b>	RP535448
<b>Telephone number</b>	01617734703
<b>Date of previous inspection</b>	30 January 2019

## Information about this early years setting

Rookwood Private Nursery School registered in 2016. It operates Monday to Friday, from 7.30am until 6.30pm, all year round, with the exception of bank holidays and two weeks at Christmas. The nursery employs 24 members of childcare staff. Of these, three hold an appropriate early years qualification at level 6, 15 hold level 3 and two hold level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel McHugh

### Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector took account of parents' views during the inspection.
- The inspector completed a joint evaluation with the manager.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025