

Inspection of Little Ozzies Limited

S S OSMUND AND ANDREWS RC PRIMARY SCHOOL, Falkirk Drive, Bolton BL2 6NW

Inspection date: 8 July 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

Children demonstrate good levels of independence during their play. For instance, they choose which games they want to play with, pour their own drinks and register their name for snack. Furthermore, older children chop fruit and serve their own lunch. Staff offer children lots of praise and smiles, which helps children feel safe and confident. Children are happy and motivated to try new tasks.

Staff greet children warmly on arrival and help them settle quickly into the day. Younger children have secure relationships with the staff that work with them. They smile and join in with songs and puppet games, repeat sounds and giggle. Staff help children develop their communication skills well. They use varied words with children, such as 'crunchy', and expose them to a range of vocabulary through stories and games.

All children benefit from the opportunities in the outdoor areas. They learn to negotiate space as they ride bikes around the track and over the bridge. Children explore in the sand and gravel pits where they can dig, fill and pour. This helps their grip and control skills. Additionally, children roll and catch balls between each other. This encourages turn-taking and hand-eye coordination. Children are active and learn about healthy lifestyles. Staff teach them that bananas help them get strong muscles and energy. Children enjoy a range of nutritious, home-cooked meals.

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

- The nursery leaders have developed a range of methods to support children's emotional well-being. They have created calming spaces and sensory baskets that children can use with staff if they become distressed. In the main, this helps children remain settled and happy. However, when children do display negative attitudes towards their peers, such as taking toys or pushing, staff do not consistently implement the agreed behavioural management techniques. This means that some children do not receive consistent messages that help them understand the impact their actions may have on others.
- Leaders have developed their curriculum to be ambitious for all children. They have enhanced the nursery to help children explore and interact with more meaningful play. Although staff know children well, they occasionally fail to focus next steps in learning towards the areas that would extend children's learning even more, particularly for older and most-able children. The curriculum they deliver to children is not always as ambitious as it is intended to be.
- Children with special educational needs and/or disabilities (SEND) are extremely well supported. Staff recognise when children have gaps in learning and respond swiftly to seek further support. Leaders interact with other professionals to

ensure helpful plans are put in place to ensure all children continue to make progress. Children with SEND are happy and settled. Their peers respect their needs, and they are valued members of the nursery family.

- Leaders ensure equality and diversity are embedded deeply within the curriculum. Children learn about a range of people and differences wider than their immediate community and families. This helps children understand people around them and prepares them well for life in modern Britain. Furthermore, children learn about different job roles and how people help us. They play games where they discuss dentists, police officers and firefighters. Staff ensure they do not use gender stereotypical language.
- Staff feel happy and supported in their roles. Leaders value staff's well-being and ensure staff are involved in their continuous development. This helps staff remain focused and gain new knowledge that reflects in their practice towards children. Staff are passionate about all children and work hard to support their care needs, learning and development.
- Parents comment on the confidence their children have developed while in nursery. They are happy with the information they receive through the interactive app and new information board. Parents know what their children have been learning and are invited in a range of ways to learn about how to continue children's development at home.
- Staff help children practise their mathematical skills during play and routines. They discuss their fruit being in 'two halves' and compare shapes and sizes as they chop their snack. Furthermore, children count numbers on dice when they play games.

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:

- implement consistent behaviour management approaches that support all children to understand how their actions affect others and help develop positive attitudes towards play
- strengthen staff's understanding and ability to embed the ambitious curriculum intended for all children so they can consistently achieve their full potential.

Setting details

Unique reference number	EY467456
Local authority	Bolton
Inspection number	10398219
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	0 to 10
Total number of places	55
Number of children on roll	49
Name of registered person	Little Ozzies Limited
Registered person unique reference number	RP902895
Telephone number	01204331928
Date of previous inspection	9 October 2019

Information about this early years setting

Little Ozzies Limited registered in 2013 and is situated within the grounds of SS Osmund and Andrews RC Primary School, in the Brightmet area of Bolton, Greater Manchester. The nursery works in partnership with the maintained school nursery provision on site and also offers out-of-school provision within the school. The nursery opens Monday to Friday, all year round, except for a week at Christmas and on bank holidays. It operates from 7.30am to 6pm. The nursery provides funded early education for children over the age of nine months. It employs 18 staff, 12 of whom hold appropriate early years qualifications at level 3 or above, including the manager who holds a level 6 qualification and the director who holds qualified teacher status.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The manager and deputy manager joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector observed the interactions between staff and the children.
- Staff spoke to the inspector during the inspection, including about how they support children with SEND.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager and the inspector carried out a joint observation together during snack time.

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 2025