

Inspection of Little Hulton Children's Centre Nursery

Longshaw Drive, Little Hulton, Worsley, Manchester M28 0BD

Inspection date: 11 September 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 settle well at this inclusive nursery. Staff create an interesting learning environment in which children are safe and secure. Children arrive eager to learn. They greet staff as they enter with a smile and a hug. A culture of respect is evident in this nursery. Staff chat to parents, offering reassurance, guidance and support when needed. Staff use their knowledge of children's interests along with what children need to learn next to plan learning for the day ahead. Staff are excellent role models who carry out their roles with care and compassion. Children are learning to follow rules and understand the nursery routines.

The learning environment allows children to play and become immersed in learning. Leaders plan the curriculum with emotional regulation at the heart of it. They want all children to feel secure and happy. Staff are supported to create an environment in which all children feel a sense of belonging. Children have access to an abundance of activities and multi sensory experiences that help them feel ready to learn. Staff plan activities for children to discuss their emotions and identify feelings. Overall, the curriculum is focused to ensure all children are well prepared for the next stage in their learning.

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

- Managers and staff are committed to removing barriers that families face in accessing education and care for their children. They adopt a proactive approach to support families. Staff complete thorough assessments of children's development. Children with special educational needs and/or disabilities get rapid and targeted support to help them thrive. Managers create robust links with external professionals. Staff work closely with parents and carers. They swiftly put interventions in place to ensure all children progress.
- Partnerships with parents are exceptionally strong. Parents receive precise information about their children's progress and a wealth of information on how they can support and extend children's learning at home. Parents report the support they receive from the nursery as 'life changing' for their children and themselves. They explain how staff go the extra mile to ensure their children can thrive. As a result, parents feel valued, and a respectful culture exists.
- Children show good levels of independence for their age. They select their fruit at snack times and pour their own drinks independently. Babies drink from open cups and confidently use cutlery to feed themselves. Staff explain the journey to school readiness starts in the baby room. The planned curriculum supports children to build their resilience and confidence by completing tasks for themselves from an early age.
- Staff promote children's physical development very well. Babies and young children enjoy exploring the outdoor area. Children enjoy acting out 'We're Going

on a Bear Hunt'. Children giggle as they walk, run and climb. This helps children to develop their large muscles and stamina. Children love to learn outdoors and enjoy being physically active.

- Staff talk to children as they play and provide them with new vocabulary. Overall, children are supported to develop their communication skills. However, staff sometimes ask children questions in quick succession. Children do not have time to think, process and respond. This approach does not build children's knowledge of back-and-forth conversations effectively.
- In the main, children have positive attitudes to learning and are eager to take part in adult-led activities. However, staff do not ensure that they adjust the delivery of the curriculum, when needed, to help all children build on what they already know and can do. This means some children become disengaged and their learning is not fully extended during these times.
- The ethos in the nursery is based on respect and real care. Staff work tirelessly to ensure all children feel valued. They want children to enjoy their time in the nursery. Staff give all children specific praise and encouragement. This helps children to develop an abundance of self-confidence as they believe that they are unique and special.

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:

- help staff to improve their knowledge of effective questioning to further develop children's communication and language skills
- further strengthen the support for staff to help them to enhance the delivery of all aspects of the intended curriculum.

Setting details

Unique reference number	511458
Local authority	Salford
Inspection number	10414435
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 5
Total number of places	75
Number of children on roll	65
Name of registered person	Salford City Council
Registered person unique reference number	RP526934
Telephone number	01616047686
Date of previous inspection	11 February 2020

Information about this early years setting

Little Hulton Children's Centre Nursery registered in 2001. The nursery employs 15 members of childcare staff. Of these, one holds a qualification at level 6 and 11 hold qualifications at level 3 and above. The nursery opens from Monday to Friday all year round, with the exception of bank holidays and Christmas week. Sessions are from 8am until 6pm. The nursery provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- 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 to the inspector throughout the inspection at appropriate times.
- The inspector observed the interactions between staff and children.
- The inspector and manager carried out joint observations of group activities.
- 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.

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