

Inspection of CareLoveLearn at Tarleton Nursery

78 Hesketh Lane, Tarleton, PRESTON PR4 6AQ

Inspection date:

6 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Recent changes to the staff team have had an impact in the arrangements that support some aspects of children's learning and welfare. This includes the consistency of the key-person system and the effectiveness of risk assessment. Although leaders are reflective and demonstrate a good understanding of how to address the weaknesses, arrangements are not well embedded enough for a consistently positive impact to be seen. Staff ensure that the setting is inviting. They take time to speak to parents when they drop-off and collect their children.

Children show they are happy and they feel content in the care of staff. Leaders have a clear vision of what they want children to achieve and learn. Staff support children's physical development well. For instance, babies navigate safely around furniture that is arranged to help them develop their coordination skills for walking. Older children enjoy challenges in the garden, which help them learn to take risks in manageable ways. For example, they climb trees and balance on large tyres.

Interactions between staff and children are effective. Staff are sensitive to children's routines and their developing needs. For example, staff follow children's home routines and implement appropriate nappy change routines to help them settle into the setting. Children enjoy healthy and nutritious home-cooked meals that are freshly prepared on site. Staff teach them good hand-washing routines to help support their positive attitudes to healthy lifestyles. Children behave well. Staff are effective in developing children's self-confidence. They provide children with regular encouragement and praise.

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

- There has been a period of inconsistency in the nursery, which leaders are managing appropriately. They ensure that there are sufficient staff to care for the children, which allows them to feel safe and settle quickly. However, recent changes in the staff team have caused some disruption to the effective relationships between children and their key person. This is now settling. New staff are beginning to know the children well and ensure that their individual needs are met.
- All children, including those with special educational needs and/or disabilities, receive good support from staff. Leaders use additional funding well. For example, they provide extra-curricular opportunities, such as swimming lessons, to help benefit all children's developmental needs. Taken overall, children are making good progress in their learning and development.
- Staff help children to learn about keeping safe. However, the provider does not ensure that all staff fully understand how to use the risk assessment procedure to help them identify and address all potential risks to children. For example,

while staff reliably check for any significant safety hazards, they do not consistently notice other potential cleanliness or minor health hazards. That said, staff's vigilant supervision of children helps to ensure that any risks are minimised.

- Overall, partnership working is effective. Links with external professionals are strong. Staff gather information from parents about their children when they first start at this setting. This helps them to meet their care needs and helps them to settle in. Parents comment that children make good progress. However, the recent changes in key persons has meant that parents are not consistently supported to continue their children's learning at home.
- Staff support children's communication and language development well. From a young age, children are encouraged to develop a love of books. Babies sit in small groups and listen to well-read stories. Older children join in an interactive story session while reading 'Handa's Surprise'. Children are confident communicators.
- Leaders support staff's well-being and their ongoing development. They meet regularly with staff to monitor progress and to highlight training needs. Staff have access to a range of professional development opportunities through an online training platform and face-to-face training. Appropriate policies and procedures are in place. However, the provider does not ensure that all staff have a good understanding of these. This undermines their effectiveness.
- Staff encourage children to develop their independence skills. Younger children are encouraged to use their cutlery at mealtimes. Older children confidently self-serve their own lunch and pour their own drinks throughout the day. Children learn to manage their own self-care needs and understand the importance of washing their hands before mealtimes and after using the toilet.
- Children learn about their local community and understand what makes them unique. The setting forms links with local sports clubs, such as the rugby and football clubs. Children regularly meet new people in the community. As a result, children develop their social skills and broaden their understanding of the wider world.

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

	Due date
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strengthen the consistency and effectiveness of the key-person arrangements	04/07/2025
ensure that all staff are trained effectively to help them consistently identify and assess potential hazards and take all appropriate steps to reduce potential risk.	04/07/2025

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

- share information with parents consistently to support them to enhance children's learning further at home
- increase monitoring from leaders to help quickly recognise and address any potential weaknesses in practice, policies and procedures, and maintain good-quality provision for children.

Setting details

Unique reference number	2802130
Local authority	Lancashire
Inspection number	10403305
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	51
Number of children on roll	77
Name of registered person	CareLoveLearn Childcare Limited
Registered person unique reference number	2802132
Telephone number	01772 815111
Date of previous inspection	Not applicable

Information about this early years setting

CareLoveLearn at Tarleton Nursery registered in 2024. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, except for one week at Christmas. The nursery employs 18 members of childcare staff. Of whom, 11 hold appropriate early years qualifications at level 2 and 3. The manager holds a level 6 qualification. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting 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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