

Inspection of Carleton Childcare

St Hildas School, Bispham Road, Carleton FY6 7PE

Inspection date: 16 December 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop secure bonds with staff. They demonstrate that they feel safe through spontaneous cuddles with staff throughout the day. There is a strong focus on children's emotional well-being. Staff promote children's understanding of their feelings and those of others. For example, they use stories and pictures to help children recognise a range of emotions. Children learn a range of language when talking about emotions. For example, they learn that 'scared' and 'afraid' mean the same thing. Parents notice their children behave well and are kind to each other. Staff have high expectations for children's behaviour and conduct. There are clear routines in place, and staff are positive role models. As a result, children follow instructions and boundaries well.

Children have a positive attitude to learning. They enthusiastically explore the inviting learning environment that is made available to them. Staff provide a broad range of fun activities that is devised to match children's current interests and experiences from home. Children are physically active in their play, both indoors and outdoors. This helps children to make healthy lifestyle choices. During the forest school sessions, children learn to become confident problem-solvers. For instance, when children pretend to be stuck in the mud, their friends help them by holding a stick to pull them back out. During group activities, children are encouraged to talk to their friends about their home experiences. This supports children's developing language and recall of past events.

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

- Children's speaking and listening skills are supported well. Staff repeat back to children what they say, emphasising key words and adding new ones to broaden their vocabulary. This encourages children to use descriptive words such as 'squelchy' and 'sticky' as they explore the mud during outdoor play. As a result, children become confident to express their needs and opinions.
- Overall, children's health and personal care skills are supported well. For example, staff encourage children to eat independently and hang up their own bags and coats. However, at times, staff do things for children that they could learn to do by themselves, such as blowing their noses and taking their coats off. Therefore, children are not always fully encouraged to master independent skills for their future.
- Leaders carefully consider how to spend any additional funding, ensuring that it meets the needs of the children. For example, they purchase storybooks about families made up of two mummies or two daddies. This supports children to learn about the differences between families.
- Parents speak highly of the care their children receive in this nursery. Staff regularly share developmental information and ideas for parents to support their

children's learning at home. They also gather information from parents about children's experiences from home and plan activities that are based on children's current interests. However, some staff are not always confident in how they can put the curriculum intent into action through their teaching. As a result, the aims for some activities are very broad. This means that teaching is not always sharply focused on what children most need to learn next.

- Children enjoy nutritious meals and are encouraged to keep hydrated. During mealtimes, staff follow procedures to prevent choking, such as cutting up sausages according to children's abilities. This ensures children's safety and supports their development.
- Assessment strategies are used well to track the progress of all children. Staff identify gaps in children's learning and link with outside agencies to ensure that children receive additional help and support if they need it. As a result, children with special educational needs and/or disabilities receive the personalised support they need to make good progress alongside their friends.
- Leaders are responsive to the needs of their staff, and they recognise the demands of their workload. Furthermore, they use supervision meetings to offer coaching and identify training opportunities. This helps to keep staff's knowledge and skills current. Recently staff attended trauma awareness training. This helps them to understand children's emotional well-being.
- Links with the local primary school are strong. Leaders implement a programme of events and visits to help children with transitions so that they are already familiar with the teachers and environment before they begin. This helps children to feel prepared and ready when they move on to the next stage in their learning.

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:

- extend opportunities that enhance children's independence skills and complete tasks for themselves
- support staff to have a clear understanding of the curriculum intent so that their teaching is consistently focused on what they want children to learn.

Setting details

Unique reference number	EY435514
Local authority	Lancashire
Inspection number	10367372
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	1 to 4
Total number of places	46
Number of children on roll	54
Name of registered person	Carleton Childcare
Registered person unique reference number	RP902577
Telephone number	01253 882 171
Date of previous inspection	6 February 2019

Information about this early years setting

Carleton Childcare registered in 2011. It is situated in Carleton, Lancashire. The nursery employs 22 members of childcare staff. Of whom, two hold a childcare qualification at level 6 and one has also achieved qualified teacher status and 12 hold level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Oakley

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- 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 and carers shared their views of the setting with the inspector.
- The provider showed the inspector documentation to demonstrate the suitability of staff.
- The inspector carried out a joint observation of a group activity with the provider.

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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