

Inspection of Our Lady & St Huberts Playgroup

Hallfield Road, Great Harwood, Blackburn, Lancashire BB6 7SN

Inspection date: 9 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 arrive happily and settle quickly into this welcoming and homely environment. They feel a strong sense of belonging as their photos, family pictures and personal interests are displayed throughout the rooms. Staff greet children warmly and take time to help them feel safe and secure. Children build trusting relationships with the staff and are confident to explore the well-organised areas of learning. They enjoy routines such as 'wake and shake,' where they join in enthusiastically with songs and actions. Staff encourage children to name their feelings using resources such as the colour monster, which helps them to talk about their emotions.

Staff have high expectations for children's behaviour. Children are kind to one another, take turns and listen carefully to instructions. Staff support them gently when disputes occur, modelling calm responses and helping children to regulate their reactions. Children with additional needs are supported well through individualised strategies, such as visual timetables, communication boards and small steps assessment. This helps them to make steady progress from their starting points. Staff work closely with parents and external professionals to ensure the right support is in place.

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

- Children's personal development is prioritised. Staff are highly skilled in helping children to settle and build secure attachments. Children feel safe and develop confidence to try new activities. Parents appreciate the thorough settling-in process, which supports both children and families when they first join. Even children who are still in their initial settling sessions quickly learn to follow the routine with confidence.
- Support for children with special educational needs and/or disabilities is strong. Staff use targeted strategies, such as 'now and next' boards and communication aids, to help children access learning successfully. External professionals are involved where needed, and staff implement advice consistently. This ensures children make good progress and are fully included in daily routines.
- Teaching is ambitious. Staff seize opportunities to extend children's thinking and language. For example, when exploring body parts, children name the heart and the brain. Staff skilfully build on this by asking where these organs are located and encourage children to plot them on a body map. This extends children's technical vocabulary, deepens their curiosity and ensures learning is meaningful.
- Children enjoy a wide range of exciting activities, but the pace of learning sometimes slows, particularly for those attending part-time. Teaching is ambitious and often sparks curiosity, yet the next steps planned for some children are not consistently challenging. As a result, targets do not always

match the ambition seen in teaching, and some children do not make as much progress as they could.

- The curriculum supports independence well. Children learn to manage self-care routines, such as handwashing and pouring drinks. They change their shoes for indoor and outdoor play and take responsibility for managing their own packed lunches at mealtimes. Staff encourage children to use slippers, pegs and personal items to develop responsibility and a strong sense of belonging.
- Staff provide a rich range of experiences. Children celebrate different festivals and learn about families and cultures beyond their own. However, representation of diversity and disability in daily practice is sometimes limited. For example, while books and resources are available, these are not consistently woven into teaching. This means opportunities are missed to fully prepare children for life in modern Britain.
- Partnerships with parents are successful. Staff share information through the online system and daily conversations. Parents contribute to their child's learning targets and provide details about interests from home. Staff value this input and use it to plan engaging activities that reflect children's lives.

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:

- support staff to plan more precisely for children's next steps in learning to specifically target skills they want children to learn next
- provide children with even more experiences to strengthen their understanding of diversity and prepare them better for life in modern Britain.

Setting details

Unique reference number	EY357656
Local authority	Lancashire
Inspection number	10398316
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	33
Name of registered person	The Trustees of Salford Diocesan Trust
Registered person unique reference number	RP524656
Telephone number	01254 888141
Date of previous inspection	15 October 2019

Information about this early years setting

Our Lady & St Huberts Playgroup registered in 1987 and re-registered in 2008. It is located in Great Harwood, near Blackburn. The playgroup opens five days a week, from 8am to 5pm, during term time only. There are seven staff working directly with children, six of whom have an appropriate early years qualification at level 3 or above. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Barnes

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the playgroup and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views 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.

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