

Inspection of The Little Village Nursery

41 Woodlands Road, Lytham St. Annes, Lancashire FY8 4ER

Inspection date:

12 August 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Overall, the setting provides a welcoming, supportive environment. Leaders and staff have a secure knowledge and understanding of what to do if there is a concern about the welfare of a child. Leaders also take prompt internal action in the event of an allegation being made about members of staff. However, leaders have failed to notify Ofsted and local safeguarding partners in the event of allegations against staff. However, leaders' internal risk assessments and control measures minimised the impact of this on children.

Children are happy, settled, and feel valued. They engage confidently in play and group activities, show curiosity, and are willing to try new experiences. Positive relationships with staff support their confidence, resilience, and ability to take risks in learning. Children's behaviour is generally positive, and they demonstrate enthusiasm and motivation to explore. Staff set expectations for learning and personal development, encouraging children to share ideas and make choices.

The curriculum is designed to build on children's interests and supports learning across all areas. Children develop early literacy, mathematics, and sensory skills through purposeful play. They explore and experiment. For example, they use foam to make pretend ice creams. This develops their creativity and problem-solving skills. However, staff do not always give children enough time to respond to questions, which limits opportunities for deeper thinking and reasoning.

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

- The provider does not consistently adhere to the safeguarding policies and procedures. In the event of allegations being made against members of staff, the provider has on a rare occasion failed to notify Ofsted and the local authority designated officer of the allegations. However, leaders have ensured that any risk to children is significantly reduced by implementing robust systems to keep children safe.
- Children feel valued and included through opportunities to express their ideas and influence their environment. Staff use the pre-school council, small-group discussions and observation to gather children's views and adapt provision. This builds children's resilience and confidence to try new experiences.
- Leaders design a curriculum that builds on children's interests and supports their learning and development across all areas of learning. Children's progress is monitored closely to identify next steps and adapt planning. This ensures all children make steady progress from their starting points.
- Although children are encouraged to talk about their ideas during play and structured activities, staff do not consistently give them enough time to respond. This sometimes means that not all children have time to process their thinking in

time to answer staff. This impacts the progress some children make in their communication and language.

- Stories and songs are woven into daily routines, helping to build vocabulary, listening skills, and a love of books. Staff encourage children to recognise letters and experiment with early writing. As a result, they develop the foundations for reading and writing with confidence.
- Children develop curiosity and are free to experiment through sensory and exploratory activities. For example, investigating foam intended for pretend ice creams leads to cleaning the nursery windows. This fosters creativity, problem-solving and a love of learning.
- Children develop their early mathematics skills through daily routines and play, such as counting objects, comparing sizes and recognising shapes. Staff model mathematical language and encourage children to solve simple problems. As a result, children learn to use numbers and concepts confidently in everyday situations.
- Parents are actively involved in their child's learning. Staff hold meetings to share developmental updates and encourage two-way communication to strengthen the home–setting partnership. As a result, children benefit from consistent support and continuity between home and nursery.
- Children enjoy nutritious meals and regular opportunities for fresh air, which support their physical health and well-being. Staff use mealtimes to promote good table manners and conversations about healthy choices. As a result, children learn about the importance of eating well and staying active.
- Leaders support staff through regular supervision and training. Staff's well-being is prioritised. They benefit from regular supervision sessions, mental health check-ins and acts of kindness from leaders. This helps maintain a motivated workforce where staff feel valued and committed to their roles.

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
ensure safeguarding procedures are consistently followed, particularly around knowledge of allegations against staff.	21/08/2025

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

- strengthen staff's skills in recognising when to give children more time to process information to support their communication and language even further.

Setting details

Unique reference number	309638
Local authority	Lancashire
Inspection number	10398367
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	52
Number of children on roll	63
Name of registered person	The New Little Village Nursery Limited
Registered person unique reference number	RP527755
Telephone number	01253 732 416
Date of previous inspection	17 October 2019

Information about this early years setting

The Little Village Nursery registered in 1996. It is situated in Lytham. The nursery employs 12 members of childcare staff. Of these, seven hold a childcare qualification at level 3 and one holds a level 2 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.45pm. The nursery offers government-funded places 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 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 communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the setting 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.

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