

Inspection of Newbank Nursery & Out of School Club

Newbank House, Oldham Road, Heyside, Royton, Oldham, Lancashire OL2 6NE

Inspection date:

23 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

Inadequate

What is it like to attend this early years setting?

The provision is good

Children are greeted by attentive staff who meet their individual needs. Staff engage in warm interactions with every child promoting a positive emotional environment. This supports all children's good well-being and helps them feel secure. Staff build close and respectful relationships with children and their families. Consequently, staff know children's interests and unique personalities well.

Leaders and staff enable children to take part in a wide range of learning opportunities, including those that develop their understanding of the world around them. For instance, older children take part in experiments to find out why clouds produce rain. Younger children learn about colours and tastes as they make fruit kebabs. Staff have created a consistent routine that enables children to spend their time in the nursery engaged in meaningful learning activities both inside and outside.

Since the last inspection leaders have prioritised staff training and development. Leaders have ensured that staff understand how to support children to manage their emotions. Staff tune in to the children's emotions and respond calmly, gently and sensitively in a way that follows their needs. As a result, children are well regulated, happy and sociable. Children who have special educational needs or receive specific funding are well supported by leaders to make good progress from their starting points.

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

- Leaders have made significant improvements to the quality of the care and education. All the actions raised at the last inspection have been addressed. Managers undertake effective monitoring of staff's practice. This identifies where improvements are needed. Leaders are committed to raising standards for children.
- The curriculum is ambitious and ensures that all children make good progress. Leaders and staff are clear about what they want children to learn. They have devised an effective daily routine to support children's development in all areas of learning. Children benefit from both their own child led play and exploration and, carefully chosen adult led activities such as circle time, PE and Spanish sessions.
- Children develop their listening skills through the settings 'Show me 5' strategy. All staff encourage children to show them how they are concentrating when they are working together. Babies and children tune in to learning well and show increasing skill in silencing external or internal distractions. This contributes significantly to children's good language development and helps prepare them well for all future learning.

- Overall teaching is good. Staff know how children learn and develop. For example, staff teach children songs and rhymes well. As such, children develop language. While staff provide children with new and interesting vocabulary there are times when staff use grammatically incorrect words. This does not provide the children with the correct words to add to their vocabulary.
- Staff promote children's positive attitudes and good behaviour. They reflect on the children's well-being and involvement in their play to ensure they are happy and engaged. Staff encourage children to be polite and thoughtful through modelling the use of manners and kind exchanges with other children. As a result, children are learning appropriate social and behavioural skills.
- Children develop well personally. Staff ensure that the daily routines are used to maximise the opportunity for children to become more independent in tasks. For example, children take great pride in being the 'Little Helper' at meals times as they hand out cups to their friends. Children develop age-appropriate self-help skills such as washing their faces, using the toilet and eating with a knife and fork.
- Staff prioritise children's physical development. They enthusiastically encourage children to tackle obstacle courses in the garden. This helps children to develop core strength and coordination. However, at times staff's teaching is not focused and responsive enough to help children build on their individual learning promptly.
- Partnerships with parents are effective. Staff engage well with parents to find out about the individual needs of children. Parents value the communication they receive from staff, specifically the daily handovers staff give them about their child's time in the nursery. This help parents promote their children's learning and care routines at home.

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:

- continue to support staff to develop the quality of their teaching to challenge children's thinking and build on what they know
- support staff to consistently model the correct language and pronunciation to further support children's good communication and language development.

Setting details

Unique reference number	EY289347
Local authority	Oldham
Inspection number	10419302
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 4
Total number of places	150
Number of children on roll	133
Name of registered person	Shine Childcare Limited
Registered person unique reference number	RP904104
Telephone number	01706 882 397
Date of previous inspection	26 June 2025

Information about this early years setting

Newbank Nursery & Out of School Club registered in 2004 in the Royton area of Oldham. The nursery employs 39 members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 5, thirteen staff hold appropriate early years qualifications at level 3 and seven staff hold a relevant qualification at level 2. The nursery opens from 7.30am until 6pm on Monday to Friday, all year round. The provider offers government funded childcare places for children aged between nine months and five years. The setting also receives funding for disadvantaged children.

Information about this inspection

Inspector
Lois Hulley

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The area manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke 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.
- The inspector and the manager carried out a joint observation of a small group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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