

Butterflies

Unique reference number (URN): 511725

Address: Oldham College, Rochdale Road, Oldham, Lancashire, OL9 6AA

Type: Childcare on non-domestic premises

Registered with Ofsted: 12/12/1994

Registers: EYR, CCR, VCR

Registered person: Oldham College Governing Body

Inspection report: 11 November 2025

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

All children, including those with special educational needs and/or disabilities, make impressive progress at this setting. The effectiveness of the curriculum, particularly for communication and language, is expressly impactful on children's attainment.

Children who speak English as an additional language attend the setting, including some with very little English. Staff know how to provide the right support to ensure all children leave this setting with a solid foundation in English. As a result, children develop a secure understanding of English, including speaking and listening foundations to help them thrive in primary school.

Children's progression is impressive. Children quickly grow in confidence once settled into their rooms. Older children begin to expertly express their opinions. Toddlers feel assured to make their needs known to staff. Even babies quickly gain the security to curiously explore their surroundings.

The effectiveness of the key-person system and the impactful teaching for personal, social and emotional development means every child is given the tools, knowledge and skills they need to support their future learning.

Inclusion

Strong standard ●

Children's individual needs are treated with the utmost importance. Leaders and staff are committed to the early identification of children's needs. As a result, they introduce interventions specific to each child at the earliest opportunity.

Staff are led by knowledgeable leaders to work together to reduce any barriers to children's learning. For instance, most children who attend the setting speak English as an additional language. Staff and leaders embrace the range of home languages children and their families bring to the setting. They celebrate these languages while effectively beginning to build firm foundations in English for every child.

Children progress impressively, especially within their communication and language development. This then reflects in their progress across all 7 areas of learning. Leaders maintain a close oversight of every child's learning and progression. They know children

attend this setting less frequently than in comparison to other nursery settings. In response, staff make the most of every session. Leaders target children's development and ensure every member of staff is skilled in enhancing children's play and extending children's learning through every interaction, every day. This commitment ensures that every child at this setting thrives.

Leadership and governance

Strong standard ●

Leaders demonstrate an unwavering commitment to the children and families who access this setting. They are steadfast advocates for these families as they truly recognise and understand the barriers some children face to learning.

Leaders understand what makes this setting unique and make sure children get a positive beginning. Staff reflect this passion. Leaders evaluate effectively and use this knowledge to continuously evolve and improve the setting, provision and curriculum.

Partnerships with parents are a particular strength. Leaders are determined to build working relationships with parents despite any barriers, as they know this is in the best interests of children. Their goal is to support in every way possible.

Staff are nurtured and encouraged to continuously develop, which in turn benefits children and families. Leaders' governance of this setting helps to ensure that all children thrive in their learning and development, setting them up for success in their later learning and life.

Expected standard ●

Behaviour, attitudes and establishing routines

Expected standard ●

Children recognise that staff have high expectations for their behaviour, and they rise to meet these expectations. Children are respectful, empathetic, kind and happy. Staff role model these behaviours to children so successfully that children continue to behave to these high standards, even when adults are not watching. Children, without prompt, tidy away resources they have accidentally knocked over, comfort their friends and share toys without an expectation of praise or acknowledgement.

Leaders know that high expectations and ambition look different for every child who attend this setting. They recognise that although the curriculum is designed as a whole, it is vitally important that the curriculum, expectations and teaching are individualised for every child. This approach helps to ensure that all children learn and thrive.

Children know what to expect next and this helps them to feel secure and safe to express their curiosity. However, during some busier parts of the day, the routine in the toddler room becomes temporarily less effective in supporting children's individual care needs. For example, younger children are expected to wait for extended periods of time for their lunch. This causes some children to become restless.

Children's welfare and wellbeing

Expected standard 

Children can rely on staff. They show this in their confidence to explore and their ability to seek comfort from staff, because they know their needs will be met. Children are not overly dependent on their key persons. Despite the highly effective role of the key person, children show they can seek support and care from any familiar adult. This creates a sense of security for children in each of the rooms.

Staff know children very well. They know their individual learning and care needs. Staff swiftly respond to cues from all children, even before children can share verbal communication. Children begin to manage their own emotions at an age-appropriate level. They are supported by staff to identify and recognise their feelings.

Pre-school children use teddies from 'The Colour Monster' book to suggest to their friends how they are feeling. Toddlers seek cuddles and comfort items to help them settle when they feel overwhelmed, and babies seek comfort from adults they have bonded with. However, routines in the toddler room can be further strengthened during sleep times, to facilitate children's relaxation.

Curriculum and teaching

Expected standard 

Leaders have designed a well-understood curriculum which staff successfully and consistently deliver across the setting. All children experience high-quality interactions and teaching specific to their individual development goals. Every child can depend upon staff and leaders having high expectations for their attainment and learning. However, during times of the day when children's care needs are being dealt with, some staff do not consistently maintain these expectations.

The curriculum is ambitious for all. The development of children's language skills is a key focus of the curriculum, due to most children speaking English as an additional language. Staff naturally extend and enhance children's play to consistently reinforce a firm foundation in the English language. Teaching is adapted and differentiated to meet the unique needs and learning styles of every child. This helps every child to build a love of learning. Children praise their friends as they hear them count out loud to 20 and they name shapes out loud while building complicated towers. Children look at books independently from the youngest age in the baby room. Children are curious, confident and explorative learners. They are both enthused and challenged by the well-thought-out and implemented curriculum.

✔ **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

✔ **Voluntary Childcare Register requirements**

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children thrive at this setting. They are curious, confident learners who readily explore their environment. Babies feel secure and safe, reassured by their warm, trusting relationships with the familiar staff in their room. Toddlers are keen to learn. They giggle with excitement as they role play different jobs, building with tools and making dinners in the play kitchen. They practise their emerging communication and language skills as well as their imaginative skills and creative expression. Pre-school children are immersed in learning. They have so much fun while they strengthen their mathematical skills, practise new words and finish lines in stories from memory, that they likely do not even know they are being taught.

Children are independent, ambitious and hold themselves to high standards. They benefit from the strong role models within the setting. Leaders and staff ensure children always feel heard, seen and validated. In return, children are respectful, kind and good friends.

Though some children who attend this setting may face barriers to their learning, this does not diminish their progression and success. Children benefit from tailored teaching, delivered by staff and leaders who genuinely know and understand what each individual child needs. This helps every child at the setting gain the confidence, knowledge and skills needed for the next stage of their learning journey.

Staff celebrate and value every child. This is reflected in their warm, genuine bonds. This safe environment allows children the space to explore and learn. Babies confidently crawl into the adjoining sensory room, with just a quick cursory glance to tell them their key person is right behind them. Toddlers share their needs with staff, both verbally and non-verbally, confident they will be met. Pre-school children share ideas and make choices, knowing they will be heard. Children's experiences at this setting successfully support all areas of their development.

Next steps

- Leaders should consider ways to improve routines to further support transitions and individual care needs during the busiest periods of the day, particularly in supporting younger children's need to sleep and during mealtimes.
-

About this inspection

The inspector spoke with leaders and staff during the inspection.

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.

Inspector:

Shauneen Wainwright

About this setting

Unique reference number (URN): 511725

Address:

Oldham College
Rochdale Road
Oldham
Lancashire
OL9 6AA

Type: Childcare on non-domestic premises

Registration date: 12/12/1994

Registered person: Oldham College Governing Body


Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday : 08:00 - 17:30, Friday : 08:00 - 17:00

Local authority: Oldham

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 11 November 2025

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

62

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 2026



© Crown copyright