

Infinity Childcare Ltd

Unique reference number (URN): 2747654

Address: 234 Market Street, Droylsden, Manchester, M43 7AZ

Type: Childcare on non-domestic premises

Registered with Ofsted: 06/09/2023

Registers: EYR, CCR, VCR

Registered person: Infinity Childcare Limited

Inspection report: 10 February 2026

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 ●

Children's welfare and wellbeing

Strong standard ●

Staff place children's welfare at the centre of their practice. Children's care is thoughtful and adapted to individual needs. Staff sensitively support children with toilet training, respecting their dignity. They talk to children during care routines to reassure them and support their understanding. Staff encourage children to recognise when they need the toilet and support growing independence. Older children manage personal care confidently. Children understand the importance of handwashing as they discuss washing germs away. Leaders have made this a clear focus, and practice is now consistent across the setting. Children carry this out confidently and independently. Secure relationships mean children seek reassurance when needed and respond positively to calm guidance.

Staff promote respect for similarities and differences through everyday discussion and themed experiences, helping children feel valued and included.

When parents attend stay-and-play sessions, staff provide ideas to support healthy eating and good oral health at home. They share practical guidance and offer oral health packs so families can continue these messages beyond the setting. Leaders ensure that advice is clear and practical. Children also benefit from daily opportunities to be physically active, strengthening their coordination and stamina. As a result, children show increasing awareness of healthy choices and how these support their wellbeing.

Inclusion

Strong standard ●

Leaders prioritise inclusion so that every child can take part and make progress. Staff identify children with special educational needs and/or disabilities early through careful observation, and they check children's speech and language development thoroughly. Leaders implement the graduated approach confidently. They review and refine their support in response to children's needs. Leaders work closely with families and external professionals to secure referrals, agree targets and plan transitions. This ensures children receive timely support that helps them remain engaged in learning.

Leaders take practical steps to reduce any barriers children may have to learning. Additional funding strengthens communication and language through lending libraries, story sacks and shared strategies that extend learning into the home. Children who speak English as an additional language receive support through visual prompts and clear communication so they understand routines and can participate fully. Leaders offer flexible sessions and additional holiday provision to help families establish regular attendance and maintain continuity of care. As a result, children access the curriculum consistently and take part confidently in daily routines and learning experiences.

Expected standard

Achievement

Expected standard

Children make effective progress from their starting points across the areas of learning. They grow in confidence when joining activities, managing routines and sustaining play. Children follow instructions more independently, contribute ideas during group times and show increasing understanding of the world around them. They demonstrate improving coordination and control during physical activities and develop early mathematical awareness through everyday experiences.

Children in receipt of additional funding and those with special educational needs and/or disabilities take part fully in daily experiences and develop skills appropriate to their stage of development. They show growing confidence in social interactions, engagement and managing their emotions.

Children become increasingly independent in personal care, selecting resources and handling transitions well. They cooperate with others, take turns and follow routines with confidence. As a result, children develop the knowledge, skills and attitudes needed for the expectations of starting school.

Behaviour, attitudes and establishing routines

Expected standard

Leaders set clear expectations for behaviour. Children understand what is expected and respond appropriately. Lunchtime is settled and well managed. Children sit together, talk about what they have brought to eat and tidy away independently when finished. They return lunch boxes to their pegs without being asked. Staff give regular praise for sensible choices, which helps children repeat positive behaviour. However, at times, some staff do not explain expectations consistently. This means children do not always develop the same clear understanding of why certain boundaries are in place.

Children demonstrate responsible behaviour throughout the day. They confidently approach visitors and invite them to join their play. During outdoor play, they encourage visitors to take part in the obstacle course and explain how to balance and move safely. This shows they understand how to keep themselves and others safe.

Leaders monitor attendance carefully. They notice if a child is absent and contact families to understand the reason. They review patterns of absence and follow these up where needed. Clear arrival routines help children settle into the day and know what to expect. This supports consistency and helps children to engage from the start.

Curriculum and teaching

Expected standard

Leaders design a broad curriculum that reflects children's interests and prepares them for their next stage in learning. Communication and language are prioritised. Younger children hear new words such as 'Jurassic' and 'prehistoric', while older children use them confidently. Staff also support personal, social and emotional development by encouraging

turn-taking and cooperation during group games. This helps children to build confidence and manage relationships.

Staff promote children's physical development effectively. Children strengthen their coordination through activities such as using hammer and nails and completing obstacle courses. During outdoor play, staff build mathematical understanding through positional language such as 'spin left' and 'spin right' as children role play on the swings. This supports both physical control and early mathematical thinking.

In the main, teaching is effective. During free play, staff support children to develop their imagination through learning linked to their interests. For example, children make Valentine's Day cards, selecting materials independently and sharing ideas. These interactions help children remain focused and confident. However, these interactions are not applied consistently by all staff. During larger group sessions, teaching is not always adapted well enough to keep all children engaged. During circle time, some younger children lose interest as the learning does not consistently reflect their stage of development. Furthermore, in whole-group discussions, questioning does not always help children to develop their thinking skills. As a result, not all children benefit from the intended learning.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the setting's strengths and areas for development. They engage openly in reflective discussion and respond positively to feedback. They review practice regularly and consider how improvements can be sustained over time. However, their oversight is not yet sharp enough to ensure agreed improvements are applied consistently by all staff. As a result, adult interactions vary and teaching is not always as consistent as it could be.

Leaders support staff wellbeing through regular supervision and open communication. They consider workload carefully and respond flexibly when additional support is needed. This helps to ensure children experience consistent care and stable relationships. Leaders identify priorities for improvement, but staff training is not always matched closely enough to gaps in practice. As a result, improvements are not embedded consistently across the team.

Leaders know the children in their care well and prioritise communication, language and preparation for starting school. They make informed decisions about the provision and additional funding to meet children's individual needs. Leaders maintain strong partnerships with families and external professionals to support children's development and wellbeing. These strategic decisions help ensure children receive appropriate support and are prepared for their next stage of learning.

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 arrive confidently and separate from their parents with ease. They greet adults warmly, move straight into play and show they feel secure in their surroundings. Staff notice how children arrive each morning and respond accordingly. Some children are given time to settle quietly at breakfast club before joining the wider group. Furthermore, staff encourage children to develop an understanding of emotions through books and discussion. Children name how they feel and staff support them to manage any feelings of frustration so they can join in with activities successfully. This helps children feel safe, valued and ready to learn.

Children confidently explain their ideas and experiences. They describe how a 'curve' changes the direction of a train track and link this to tram outings. As children play with dinosaurs, staff encourage children to count how many horns a triceratops has and compare this with other dinosaurs. This builds vocabulary, strengthens early number understanding and helps children connect new learning to what they already know.

Children develop independence in meaningful ways across the day. They choose whether to have snack, pour their own drinks and tidy away after lunch. They organise themselves without waiting for direction and follow hygiene routines, understanding why washing their hands matters. Outdoors, they climb trees, balance on equipment and ride bikes while staff explain why wheels should stay on the ground to keep everyone safe. Children apply this guidance, adjusting their behaviour to protect themselves and others. This supports children to become confident and ready for their next stage of learning.

Next steps

- Leaders should monitor practice more closely to strengthen teaching so all children benefit from consistently high-quality learning experiences.
 - Leaders should ensure professional development is precisely targeted to individual staff needs to improve practice even further.
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About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator, the designated safeguarding lead, external professionals, parents and children 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:

Kelly Little

About this setting

Unique reference number (URN): 2747654

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234 Market Street, Droylsden

Manchester
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Type: Childcare on non-domestic premises

Registration date: 06/09/2023

Registered person: Infinity Childcare Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

Local authority: Tameside

Facts and figures used on inspection

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

 This data is from 10 February 2026

Children numbers

Age range of children at the time of inspection

2 to 4

Total number of places

45

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.

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