

# Inspection of Pallett Drive Day Nursery

123 Pallett Drive, NUNEATON, Warwickshire CV11 6JT

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Inspection date:

28 January 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are happy, content and enjoy their time at nursery. They build bonds with caring staff, who know them well as individuals. Younger children seek comfort and reassurance from staff, when needed. Children progress in their learning and development. They enjoy choosing what they would like to play with, both indoors and outdoors. Younger children engage in sensory play, sprinkling and crunching cereals, which helps to develop their physical skills. Older children enjoy exploring the role-play kitchen. They use their imaginations well and develop their communication skills.

Children receive praise and encouragement from staff, which helps to reinforce positive behaviour. Children listen to instructions from staff, take turns, share and are considerate to one another. For example, they enjoy looking at the same book, turning the pages together and talking about the pictures. Children understand routines and they are encouraged to be independent in self-care skills. After meals, children use clean flannels to wipe their faces and their own toothbrushes and toothpaste to brush their teeth.

Managers do not keep their knowledge of relevant legislation and guidance up to date. This contributes to the decline in the quality of provision for children since the last inspection. Furthermore, risk assessments are not thorough enough, meaning potential hazards are not always identified or addressed promptly. That said, these weaknesses do not have a significant impact on children's safety and well-being.

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

- Children are cared for in a secure environment. However, while some appropriate risk assessments are in place, staff do not always identify possible hazards to children. For example, some radiators are too hot, a lock on a cupboard containing cleaning products is not effective and trailing cables are visible in the children's rooms. That said, children are supervised by well-deployed staff who keep children safe. Managers understand the potential risks identified and are keen to take steps to improve their risk assessments procedures. Furthermore, a review of documentation shows that all accidents are recorded and evaluated, and steps taken which help to ensure hazards are reduced.
- While managers understand most of their responsibilities relating to the 'Statutory framework for the early years foundation stage', they do not keep up to date with developments in early years policy and practice. This hinders the continuous improvement of the nursery. Furthermore, there are not enough opportunities for staff to update and refresh their professional knowledge and skills. That said, staff do receive mandatory training, such as child protection,

and paediatric first-aid certificates are maintained. This helps them to keep children safe.

- The staff team is consistent which helps them to get to know the children well and understand their unique needs. Children settle well and their transition through to the next room is supported by key persons.
- Staff plan a broad curriculum based on children's starting points, interests and next steps. In turn, children make good progress. Managers and staff are aware of the required progress checks for children aged between two and three years old. However, they could not show inspectors evidence of these being completed or shared with parents. This could impact on the early identification of development needs for some children.
- Children access a variety of resources and activities, supporting all areas of learning. Young children have space to move freely in the outdoor area. They are also encouraged to feed themselves which helps support their physical development and independence. Toddlers engage in mathematical activities, which helps them achieve a grounding in number. Pre-school children contribute to the displays around the room through art and mark making. Their achievements are celebrated which contributes to their positive sense of self. Children of all ages are read to frequently and enjoy songs and rhymes, helping to expand their skills in communication, language and literacy.
- Managers and staff have built strong relationships with the local community. Children benefit from regular sessions from an external drama and dance teacher. Children enjoy walks to the local park and shops, broadening their knowledge of the community. Children's love of books is built upon through regular visits from the local mobile library.
- Staff develop and maintain positive relationships with parents. Parents report how pleased they are with the care and education their children receive at the nursery. Due to COVID-19 safety measures, parents are not currently entering the nursery, but staff ensure a thorough handover. Parents receive regular feedback about their child's learning through an online learning journal.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities in helping to protect children from abuse and harm. They know how to report and log concerns about children or adults and are aware of how to escalate these, when necessary. The setting is secure, staff check the identity of visitors and mobile phones are kept in the office and not used in the presence of children. Vetting and recruitment processes are in place to ensure adults are suitable to work with children. Improvements are required to ensure risk assessments are thorough and all possible steps are taken to ensure children's safety and well-being are maintained effectively.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	<b>Due date</b>
improve systems for risk assessment, to ensure that any potential hazards are identified and quickly minimised to reduce risks to children	28/02/2022
strengthen knowledge of the early years foundation stage requirements, particularly concerning updates in guidance and legislation	01/04/2022
ensure that the progress check for all children between the ages of two and three years is carried out and shared with parents.	01/04/2022

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

- identify professional development opportunities for all staff to help enhance practice and knowledge, particularly relating to early years developments.

## Setting details

<b>Unique reference number</b>	EY295345
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10219712
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Pallett Drive Day Nursery Partnership
<b>Registered person unique reference number</b>	RP525086
<b>Telephone number</b>	02476 387 340
<b>Date of previous inspection</b>	30 August 2016

## Information about this early years setting

Pallett Drive Day Nursery was registered in 2005. It is located in Nuneaton, Warwickshire. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Vicky Kingham

## Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- Children spoke to the inspector during the inspection.
- The inspector and manager carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took into account the views of parents, based on their reviews of the setting.

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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