

Inspection of Pendle Nursery

Pendle Nursery, Fountain Street, BARNOLDSWICK, Lancashire BB18 6AQ

Inspection date: 9 August 2022

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in this family run nursery. Since the start of the COVID-19 pandemic, children are now greeted by staff at the main entrance where their parents hand them over. Children form strong attachments with their key persons, which supports their emotional well-being extremely well. However, children's safety is compromised because staff have failed to implement safeguarding procedures to ensure that children are kept safe from possible abuse. Although all staff have completed safeguarding training, they have failed to be alert and promptly identify matters that could indicate that children are at risk of harm.

Children are familiar with the nursery routines and behave well. Staff support them to develop good social skills and manners. Children say 'please' and 'thank you' and can play cooperatively with their friends. Children show good care towards one another and talk about the importance of being kind. For example, children discuss why the 'big bad wolf' has no friends, and compare his actions with their own.

Children follow instructions and make their own choices about what they would like to play with. Their growing independence is given priority from the earliest age. Staff encourage children to do things for themselves. For example, babies can wash their own hands and faces before and after mealtimes and use cutlery when eating. Older children help to prepare their own snacks by spreading butter on crackers and chopping fruit.

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

- The management team does not ensure that staff implement the safeguarding policies and put procedures into practice. For example, staff do not fully consider the information they are aware of about children and families and their lives at home. As a result, children's health, safety and well-being are at risk.
- Children have high levels of imagination and bring this into their everyday play. For instance, they use play bricks and sand for cement to build a house, and act out the familiar story of 'The Three Little Pigs'. Children take turns to be the wolf and attempt to blow the house down.
- Staff adopt effective teaching strategies so that young children progress from babbling to using single words and then short sentences. They interpret the needs of babies through the babies' non-verbal forms of communication. However, sometimes, children are not given enough time to think and respond to questions. This does not support children to think further for themselves and share their ideas.
- Staff support children's physical development very well. They encourage children to take appropriate risks during their play, such as balancing and climbing on low-level apparatus. Encouraging outdoor play is a key part of the nursery's

ethos.

- Overall, children's communication and language skills are promoted well. Children learn new words and recall them appropriately in context, such as remembering that cobwebs are made by spiders. However, some staff do not model language using correctly pronounced words to children. This does not support children who need extra help to catch up, or help extend their speaking skills even further.
- The support that is in place for children with special educational needs and/or disabilities (SEND) is a strength of the nursery. Intervention plans are regularly monitored and gaps in learning are targeted with precision. Gaps in learning quickly narrow, and children with SEND make good progress. The special educational needs and disabilities coordinator (SENDCo) supports staff to make plans to adapt the curriculum to meet the children's learning needs.
- Parent partnerships are a strength of this nursery. Parents speak highly of the staff and feel that their children's needs are met. They are very clear who their child's key person is and they have good information about their child's learning. Effective daily communication with parents contributes to their understanding of how to support their children's learning at home.
- Children receive strong support to prepare for their move to school. They accompany staff to visit their new schools. In addition, staff invite teachers to visit the children at the nursery. This helps children to begin to form relationships with their new teachers, supporting a smooth transition when they leave the nursery.

Safeguarding

The arrangements for safeguarding are not effective.

Robust recruitment arrangements ensure that all staff are suitable to work with children. All staff have attended safeguarding training and leaders ensure that this knowledge is kept up to date. However, they have failed to put this training into practice. This is because they have failed to identify and be alert to matters of concern in children's lives and to relate this to potential indicators of abuse. As such, this could place children at risk of harm. Despite this, all staff know the steps to follow if they are concerned about the conduct of a colleague, and staff are deployed well and supervise children with vigilance. Staff help children to learn how to keep themselves safe, such as when using real tools during woodwork sessions.

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 that all staff are alert to any issues of concern in a child's life, at home or elsewhere, including pre-existing injuries.	06/09/2022
--	------------

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

- consistently give children time to respond to questions and think of ideas for themselves
- encourage staff to pronounce words correctly, to enhance children's speaking skills further.

Setting details

Unique reference number	502203
Local authority	Lancashire
Inspection number	10129152
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 11
Total number of places	115
Number of children on roll	151
Name of registered person	Mrs Hazel Nutter
Registered person unique reference number	RP518818
Telephone number	01282816920
Date of previous inspection	24 May 2016

Information about this early years setting

Pendle Nursery registered in 2003. It is situated in Barnoldswick. The nursery employs 26 members of childcare staff. Of these, one holds a childcare qualification at level 6, two hold level 4, 19 hold level 3 and two hold level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Oakley

Inspection activities

- This was the first routine 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo spoke to the inspector about how they support children with SEND.
- 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 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 2022