

Inspection of Pindar Nursery (Specialist Nursery for Children Aged 2-5 Years)

Early Years Support Centre, New Parks House, Pindar Road, LEICESTER LE3 9RN

Inspection date: 21 September 2022

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not assured. Doors leading from the nursery into other areas of the building are not secure. In addition, other people working in the building who could potentially come into contact with children have not had their suitability checked. Furthermore, confidential information about children is not kept securely.

Despite these weaknesses, children arrive at the nursery happy. They are supported to understand the daily routines. For example, staff promote children's emotional well-being when they show them pictures to represent what will happen next. Children show positive relationships with staff. They go to them for cuddles and seek them out when they want to express their thoughts. For example, children have opportunities to make independent choices in their play. They hold staff's hands and show them pictures of toys they want to play with that are kept in a shed in the garden. Children are inquisitive to explore and investigate toys. They turn buttons and watch how toys can move. Staff know the children well and help them progress in their development. For example, they show children how to squeeze play dough through a modelling press. Children are excited and wait in anticipation for the play dough to come out the end. They develop muscles in their hands as they enjoy manipulating the play dough. Children receive praise from staff for sharing, as they pass equipment back to them after they have finished using it.

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

- The provider does not carry out risk assessments of the environment in order to reduce potential risks to children. Security of the nursery is not maintained. Some of the internal doors are left unlocked, potentially allowing other people using the building to have access to children. The provider does not ensure that these people are suitable to have contact with children. This compromises children's safety.
- The provider does not ensure confidential information about children is stored securely. Children's personal information is easily accessible to people who do not have a right or professional need to see it. This does not ensure children's safety and welfare.
- Staff work well in partnership with parents and share information with them about children's development. For example, parents receive information via daily communication books and through ongoing discussions regarding what children need to learn next. Staff support parents with their children's individual needs at home. For example, they speak to them about how to help establish children's sleep routines. This helps to provide a united approach to supporting children's care and learning.
- All children who attend this nursery have special educational needs and/or

disabilities (SEND). The manager and staff provide a curriculum that identifies specific targeted plans to meet children's individual needs. There is a strong focus on supporting children's communication skills. For example, staff offer children a communication-rich environment. They sing songs, talk to children about what they are doing and use sign language and pictures of activities to support their understanding.

- Before children attend the nursery, the manager and staff visit children and their families in their homes. This helps them get to know each individual child and their home experiences. They use this information to help new children to settle when they first start. For example, staff provide activities and toys they know children will like. They spend time with children, supporting them to feel emotionally secure.
- The manager supports staff practice. Staff attend in-house training to extend their professional knowledge. Recent face-to-face training has furthered staffs' understanding of how to provide activities to help children focus and develop their attention span.
- Overall, children behave well. They are supported by staff to share and take turns. Staff show children respect; for example, they show them a nappy before asking to change them. However, on occasion, staff are not consistent in implementing agreed strategies to manage individual children's unwanted behaviour.
- Staff provide children with a wide range of experiences to help prepare them for future learning. For example, they help children develop their concentration skills during visits to the sensory room. Children are keen to look at and explore different images that are projected on walls. Staff take children into a jacuzzi where they are shown how to scoop and pour water. Children have opportunities to play on soft play equipment, where they develop their balance and coordination as they climb and jump.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure risk assessments are carried out to reduce potential security risks. Furthermore, the provider does not follow effective procedures to ensure that all people who have access to children have the required suitability checks completed. The provider does not ensure that personal information about children is stored securely and therefore remains confidential. This compromises children's welfare and safety. However, that said, the manager and staff have an appropriate understanding of safeguarding and can identify possible child protection concerns. They are able to recognise signs that a child might be being exposed to radical views and ideas. Staff promote children's individual health needs. For example, they receive yearly training about how to administer specialist foods and medication.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
ensure risk assessments include aspects of the environment that need to be checked on a regular basis to remove or minimise risks to children, with particular regard to the security of the premises	23/09/2022
ensure that all adults who work on the premises are suitable to have contact with children and that all necessary vetting processes are carried out	23/09/2022
ensure that confidential information about children is securely kept and only accessible to people who have the right or professional need to see it.	22/09/2022

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

- support all staff to develop a clear knowledge of how to manage individual children's unwanted behaviour.

Setting details

Unique reference number	EY363226
Local authority	Leicester
Inspection number	10109594
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	3 to 4
Total number of places	16
Number of children on roll	31
Name of registered person	Leicester City Council
Registered person unique reference number	RP517250
Telephone number	0116 454 4770
Date of previous inspection	28 October 2015

Information about this early years setting

Pindar Nursery (Specialist Nursery for Children Aged 2-5 Years) registered in 2007 and is situated in the Early Years Support Centre, Leicester. It specialises in providing care for children with SEND. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one at level 4, one at level 6 and two with qualified teacher status. The nursery opens from Monday to Friday, during school term time. Sessions are from 8.50am until 3pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager, provider and the inspector completed a learning walk together of all areas of the nursery and discussed the intention and implementation of the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children interacted with the inspector during the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and 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.

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