

Inspection of Pear Tree Nursery School & Kidz Club

291 Liberty Road, LEICESTER LE3 6NP

Inspection date: 27 October 2022

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children receive a significantly poor quality of care and education, as staff lack the necessary knowledge and skills to support them. Staff do not know children's ages, care routines, interests or their existing knowledge and skills. Therefore, children's needs are not met. Some children who speak English as an additional language spend their time wandering the environment unoccupied, silent and distressed, and staff refer to one child as being 'a loner'. Other children struggle to engage in any meaningful play and seek out visitors to interact with. Children do not develop close relationships with staff or others. Staff do not comfort children when they are upset, and they therefore seek comfort from visitors. This does not support children to feel safe and does not support their emotional well-being.

Children's hygiene and health are not supported. Older children fall asleep face down on the floor of the playroom with toys around them, and staff leave them there. Younger children are placed to sleep with only their head on a mat they must share with other children covered by a sheet that is used by more than one child. Children are not supported to use the toilet independently. When they have frequent toilet accidents, for example, staff remove the wet clothes but fail to redress them, meaning they continue playing and eating snack without any trousers on. Children do not learn acceptable behaviours. Staff call them 'greedy' for taking too much snack from a plate and do not teach them how to share.

Staff do not have sufficient knowledge and understanding of the signs and symptoms that indicate a child may be at risk of harm. When they become aware of potentially serious incidents, they do not follow the setting's policies and procedures. Therefore, staff do not assure children's safety and welfare.

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

- Staff lack understanding and knowledge about how children learn and what is expected of them at different ages. They do not identify what children know and can do. Staff do not consider children's interests or abilities when planning. Therefore, resources and activities staff provide do not engage children and are either too complex or lack challenge. Children are not focused and do not make good progress.
- Staff do not demonstrate an understanding of the setting's chosen curriculum. For example, leaders say that staff encourage children to make choices in their play. However, when children want to take play dough to the play kitchen, staff tell them no. Likewise, when children ask to play in the garden, staff tell them no, as it is raining. Children do not learn through playing and exploring.
- Leaders do not identify poor teaching and have not assessed the impact this has on children's experiences. They do not know who among the staff requires

further support. As a result, leaders cannot provide targeted coaching and training to raise the quality of care and education staff provide.

- Leaders have not checked the suitability of people working on the premises. Despite demonstrating an understanding of safer recruitment, they left staff unsupervised in the environment before adequately checking references and obtaining Disclosure and Barring Service checks. Furthermore, leaders have not put in place an adequate risk assessment to minimise the risk to children.
- Staff cannot distinguish between typical age-appropriate development and when children may need additional support. They do not provide children with special educational needs and or/disabilities (SEND) with the attention or appropriate strategies to help them successfully access learning experiences. Even when other professionals have given leaders clear methods to support children with specific targets, staff do not use these methods while children play. Leaders fail to monitor how staff are working to support the development of all children.
- Staff do not interact well with children. They do not talk to children or explain what is happening while changing their nappy or conducting care routines, even when children are visibly distressed. Staff do not interact with children for long periods of time during the day. When staff do interact, it is not adapted to meet the needs of the children, such as repeating key words for children who are just starting to speak.
- Staff do not teach children how to share. When children argue over a toy and become upset, staff do not help them to understand how to work together or communicate how they are feeling. Therefore, this happens repeatedly. Staff do not teach children behaviour expectations. Children wander the room while eating grapes, and visitors have to explain why this is not safe.
- Staff do not make sure children are kept safe and well. Children eat sandwiches that contain products they are allergic to, causing them direct risk of harm. Leaders are not informed by staff of such incidents because they are not following the setting's policies and procedures appropriately. When staff identify that the temperature of the room is too hot to assure children's well-being, they do not take steps to cool down the environment. They do not make use of the outdoor area to help children cool down because it is raining.
- Staff do not ensure parents and carers have accurate information about their children. Parents explain that staff have referred their children to other professionals for further support. However, staff have failed to do this. They give parents incorrect information regarding who has worked with their children that day and who the children's key person is. Despite this, parents are complimentary about the staff and setting.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not know the children well and are not alert to what would cause them concern regarding a child's behaviour. Staff do not demonstrate an understanding of the signs and symptoms that indicate a child may be at risk of harm and do not recognise these for children within the setting. They do not follow the policies and

procedures they have in place in the event of a child protection concern. Leaders do not check that people working at the premises are safe to do so. They do not ensure that children's allergies are catered for effectively. Lack of appropriate action and knowledge from leaders and staff mean that children's safety and welfare are compromised.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
train all staff so they understand and effectively implement safeguarding policies and procedures, ensuring they consistently identify any possible concerns and take appropriate and swift action to safeguard all children	18/11/2022
take all necessary steps to keep all children safe and well, with particular regard to sleeping arrangements, food hygiene practices and temperature within the premises	18/11/2022
ensure arrangements are in place that provide effective support, coaching, training and continuous improvements for all practitioners, to tackle poor teaching	18/11/2022
ensure staff understand and fulfil their role as a key person effectively so that the care and education provided are tailored to meet the needs of every child, including children who speak English as an additional language	18/11/2022
ensure staff and leaders meet the needs of children with SEND	18/11/2022
ensure information is accurately and effectively shared with parents and carers	18/11/2022

take all necessary steps to ensure anyone working on the premises is suitable to do so.	18/11/2022
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Setting details

Unique reference number	EY415109
Local authority	Leicester
Inspection number	10258949
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	1 to 8
Total number of places	58
Number of children on roll	67
Name of registered person	Steven Chadwick and Yazmin Chadwick Partnership
Registered person unique reference number	RP522751
Telephone number	0116 287 8604
Date of previous inspection	11 March 2019

Information about this early years setting

Pear Tree Nursery School & Kidz Club is situated in Leicester. It registered in 2010 and is managed by a partnership. The nursery employs nine members of childcare staff. Of these, six hold early years qualifications at level 3 and above, including two with early years professional status. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Lora Teague
Rachel Barsby-Robinson

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The nominated individual and inspectors conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager, nominated individual and inspectors observed and evaluated an activity.
- The inspectors observed staff and children of all ages throughout the setting.
- The inspectors held discussions with staff and leaders regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documentation was reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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