

Inspection of Pallett Drive Day Nursery

123 Pallett Drive, NUNEATON, Warwickshire CV11 6JT

Inspection date:

25 November 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Staff demonstrate a weak understanding of some of the setting's safeguarding policies. This does not ensure that they are aware of the steps to follow to keep children safe from harm. In addition, there are inconsistencies in the quality of teaching and learning that children receive across the setting. For example, while some staff effortlessly engage with the children and use open-ended questions to deepen children's understanding, other staff do not interact or engage well enough with the children as they play. Some staff also do not adequately think about what they intend for children to learn as they access activities. This limits the progress that children can make in their learning from their starting points.

Nevertheless, some staff have a nurturing and caring tone towards the children, particularly as they support them to get dressed for outdoor play. They are on hand to assist the children where they require extra support. Staff also give the children tips, such as how to do up their zip or fasten the straps on their shoes. Babies enjoy exploring a range of objects. For example, they bang, shake or make connections as they use the brush to comb their hair. Children enjoy sensory activities, such as sand and water play. Children have developed positive and warm relationships with the staff and each other. They behave well.

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

- Leaders have not taken adequate action to improve the overall quality of the setting since the last inspection. Although they now receive some support from other professionals to find out about relevant updates or changes, leaders do not check staff's understanding of what they have learned. This creates a barrier to how well the setting makes and sustains improvements. In addition, leaders are not always able to locate records efficiently to demonstrate how they meet the requirements of the early years foundation stage.
- Leaders have not placed a high enough focus on the use of supervisions and/or appraisals to help recognise any gaps in staff's knowledge or to identify any training needs staff may have. In addition, they do not have effective systems in place to monitor the quality of staff's practice or to coach and support them. This means that not all children receive the same high-quality teaching and learning experiences.
- Staff find out children's starting points from parents. They also complete their own observations and assessments of the children to identify what they need to learn next. However, they do not use the information they have gathered to help plan meaningful and purposeful activities for children to engage in. This does not support children to build on what they already know and can do effectively.
- Parents generally comment positively about the setting. They state that their children like to attend. Staff use an online software programme to post updates

to parents about their child. However, leaders do not have effective systems in place to ensure that parents are accessing the software to receive the updates. Consequently, parents are not kept fully informed of their child's progress, and they are not aware of how they can continue their child's learning at home.

- Children are given a range of healthy, balanced meals throughout the day. They are also given plenty of opportunities to develop their physical skills while they play outside on the bicycles. Staff encourage children to wash their hands before and after meals. This supports children to start to learn how they can follow healthy lifestyles.
- Staff use events and celebrations throughout the year to talk to the children about themselves and others. They use these to teach the children about their similarities and differences. Children are respectful and caring towards each other.
- Staff demonstrate a secure knowledge and support children with special educational needs and/or disabilities. They understand the need to make referrals to other professionals when a concern is raised about a child's development. Staff use the two-year progress check to identify any early help that children may need.

Safeguarding

The arrangements for safeguarding are not effective.

Although leaders' knowledge of the different types of abuse is secure, they do not ensure that staff have a good enough understanding of the setting's whistle-blowing policy. Consequently, staff are unsure of the action they should take if they have a concern about the suitability of another member of staff. In addition, staff demonstrate a poor understanding of 'Prevent' duty and female genital mutilation. On the other hand, leaders have now ensured that risk assessments are effective to identify and remove any hazards in the environment. There are locks on the main doors that lead into the setting, to ensure that no one can get into the setting without staff's knowledge. Staff have a secure knowledge of fire evacuation procedures.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
implement effective supervisions and/or appraisals, to identify gaps in staff's knowledge and any training they would benefit from and to help improve their overall well-being	09/12/2022

improve the monitoring arrangements and coaching of staff, with the aim of raising the quality of teaching and learning that children receive	09/12/2022
improve staff knowledge of the setting's whistle-blowing procedures, to ensure they know the action to take if they become concerned about the suitability of another member of staff	09/12/2022
ensure that all staff have a secure knowledge and understanding of 'Prevent' duty and female genital mutilation	09/12/2022
take action to ensure that records are easily accessible and available to ensure the safe and efficient management of the setting.	09/12/2022

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

- support staff to think more clearly about the intention of activities and how they can use activities to build on what children already know and can do effectively
- devise better ways of engaging parents in their child's learning, to ensure they are kept fully informed of their child's progress and to enable them to continue their child's learning at home.

Setting details

Unique reference number	EY295345
Local authority	Warwickshire
Inspection number	10226505
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	35
Number of children on roll	30
Name of registered person	Pallett Drive Day Nursery Partnership
Registered person unique reference number	RP525086
Telephone number	02476 387 340
Date of previous inspection	28 January 2022

Information about this early years setting

Pallett Drive Day Nursery 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 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5.30pm.

Information about this inspection

Inspector
Louise Chinyuku

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 setting.
- 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.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.

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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