

Inspection of Pallett Drive Day Nursery

123 Pallett Drive, NUNEATON, Warwickshire CV11 6JT

Inspection date:

2 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Parents drop off and collect their children at the door of the nursery. Children separate well and any minor upset is quickly resolved through the warmth and reassurance of the familiar staff. This supports children's emotional well-being, and they feel safe and secure in the environment. Staff provide regular praise and reassurance, which helps children to be confident and motivated to learn. Staff speak to all parents or carers daily. Younger children have a daily book that also keeps parents informed about their care and what they do at the nursery. Parents report that they are happy with the nursery.

All children spend time outdoors each day. They practise their physical skills and build their gross motor skills in preparation for their next stage of development. Children learn to balance and climb confidently on equipment. They play well in small groups with their friends. Children's behaviour is good.

Although the curriculum is based on all areas of learning, this does not always transfer fully into practice. As such, some areas are less of a daily focus and children are not always sufficiently challenged to help them develop their own ideas.

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

- Since the last inspection, managers have taken some action to make improvements to the quality of care and education. For example, they have obtained the support of the local authority to provide training around safeguarding. They have taken some steps to improve the supervision of the staff team through meetings and discussions, which has led to other professional development training. However, more needs to be done to raise the quality of teaching to respond to the emerging needs of all children across the breadth of the curriculum.
- Teaching is variable. Although staff understand the components of the curriculum and what they want children to learn, the planning does not always take account of what children know and can do. That said, younger children explore different sounds as they shake bottles filled with coffee, sand, shells and rice. They smile as staff introduce language to support their play. They look at 'shiny' objects and a 'purple car'. This challenges children who are beginning to repeat words. Children with emerging speech babble and form sounds as they watch and listen intently.
- Children develop their imagination. They use what they know about the world as they play. Older children begin to create their own games. They use a metal structure to create a 'car wash' and drive their cars through this. They build towers with bricks and watch as they fall. Children explore the natural world as

they dig in the garden for bugs and observe the ladybird house. They recall what a ladybird looks like and describe how it looks, 'red with black spots.' Children show an enjoyment of books and recall the narrative of stories. That said, staff do not always seize the moment to expand children's learning. They do not introduce new concepts, such as mathematics for weight, size and measure.

- Children with special educational needs and/or disabilities do not always make the very best progress across the curriculum. This is because staff are not proactive in supporting children with emerging needs at the earliest opportunity. At times, there is a delay in identifying strategies to help them succeed.
- Despite weaknesses in the quality of teaching, children make progress in their development. Children are confident and learn to self-regulate from an early age. They know the routines of the day and follow simple rules. Children behave well and begin to show tolerance for others and their feelings. They are learning about their own health and are becoming independent in their own personal care. They line up to wash their hands before meals and use their own toothbrushes to brush their teeth after meals. Children want to be successful and have positive attitudes. They want to try for themselves. For example, they try to do up zips on their clothing.
- Children develop their understanding of wider communities as they take part in a range of various activities throughout the year. They sample different foods and look at the traditions of different religions. Children begin to understand the importance and value of people who are the same and who are different.

Safeguarding

The arrangements for safeguarding are effective.

Staff show a good understanding of their role and responsibility to keep children safe. They demonstrate a secure understanding of the wide range of indicators that may indicate that a child is at risk of abuse. They are familiar with local procedures. This includes the action they should take if they have a concern about a child in their care. Staff are aware of the procedures for reporting any concerns about the behaviour of adults who work with children. Managers provide regular updates that keep staff informed of any changes. The premises are secure. Staff monitor arrival and collection times to ensure that any risks are minimised.

What does the setting need to do to improve?

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

	Due date
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ensure that the curriculum consistently delivers across all the areas of learning and takes account of the varying needs of children who attend the setting	09/06/2023
develop practitioners' knowledge and understanding of how to respond to each child's emerging interests	09/06/2023
improve the planning of activities so that staff are clear about the focus for learning and to build on what children know and can already do.	09/06/2023

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

- continue to make improvements in the supervision programme for all staff to support their professional development.

Setting details

Unique reference number	EY295345
Local authority	Warwickshire
Inspection number	10269918
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	25 November 2022

Information about this early years setting

Pallett Drive Day Nursery registered in 2005. It is located in Nuneaton, Warwickshire. The nursery employs six members of childcare staff, all of whom hold early years qualifications at levels 2 or 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5.30pm.

Information about this inspection

Inspector

Yvonne Johnson

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 manager and inspector conducted a learning walk of all areas of the nursery and discussed the early years curriculum and its impact on the children attending.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to staff, children and parents at appropriate times during the inspection and took account of their views.
- A range of relevant documentation to support the safe and effective management of the nursery, including suitability checks, was seen by the inspector.
- The inspector viewed all areas of the premises and discussed their safety and suitability with the manager.

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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