

Inspection of Pendley Day Nursery

Grass Roots Stadium, Cow Lane, Tring, Hertfordshire HP23 5NS

Inspection date: 23 May 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

The quality of provision has not improved since the last inspection. The curriculum is not implemented effectively. Staff's interactions with the children are poor and do not support children to make good progress in their learning. Furthermore, the organisation of the day does not support children's development. At times, staff are busy with daily tasks rather than engaging with children. For example, at mealtimes, children spend a long time waiting or lining up with no meaningful interactions with staff. As a result, the noise levels rise. Staff also fail to manage older children's behaviour appropriately. This has a negative impact on children's personal, social and emotional development.

Nevertheless, children actively choose resources and enjoy playing with their friends. Babies enjoy cuddles and warm interactions from staff. Staff acknowledge babies' verbal and non-verbal communication through words and gestures. This helps to build babies' early communication skills. Children learn to play cooperatively during role play as they pretend to be mummies and babies. Older children concentrate and develop their hand-to-eye coordination skills as they thread a long string with cotton reels. However, staff do not engage with children to extend their learning. For instance, staff ask children questions that they already know the answer to.

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

- Since the last inspection, the provider has failed to make sufficient improvements to the nursery. Also, the well-being of the staff team is not supported effectively and poor staff deployment increases pressure on staff workloads. There are regular instances when staff cannot take breaks due to staffing shortages. Staff are involved in daily routines and the completion of paperwork, which distracts them from providing good-quality teaching. As a consequence, children's behaviour continues to deteriorate.
- Staff do not manage children's behaviour well. At times, staff speak to older children in a sharp tone of voice and do not explain to children why their behaviour is inappropriate. Furthermore, when children are arguing, staff ignore the incident. This fails to support children to learn to play cooperatively together and to listen to others' thoughts and opinions.
- The provider and leaders are keen to tackle the weaknesses at the nursery. They have taken some steps to meet the actions raised at the last inspection. Information on medication forms is now recorded accurately. The space for babies has been made larger. However, arrangements to support staff practice, including the implementation of the curriculum and their interactions with the children, remain weak. Additionally, recent staffing constraints mean that there has been minimal time for professional development opportunities.

- Staff know their key children and what their interests are. However, they fail to build on what the children know and can already do. Therefore, children make insufficient progress in their development.
- The manager and deputy manager understand the overarching focus for children's learning and how to implement this through everyday teaching. They interact with children well. For example, older children comment on the sprinklers they see on the football pitch. The deputy manager explains to the children how the caretaker cares for the grass. She then includes mathematical terms to develop children's counting skills and their understanding of the concepts big and small.
- The staff understand the importance of working with other professionals. They engage with health visitors and speech and language therapists to support children with potential additional needs. This helps children to make steady progress.
- Parents are satisfied with the care the staff provide. They say that their children sing songs they learn at nursery when they play at home. Parents meet with staff to talk about children's learning and they work together when children need consistency of care. For example, when they are learning to use the toilet.
- Children spend a lot of time outdoors. They climb and run using their whole bodies. They develop their body coordination as they pretend to be snakes and wriggle on the ground. Younger children stretch their arms as they chalk on a chalk board and then wash it clean. Older children begin to form letters and recognise the first letter of their name as staff write it. This helps to develop their smaller physical skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound understanding of their responsibilities to help protect children. They recognise the signs and symptoms of possible abuse or neglect. Staff know to report any concerns to their designated safeguarding leads. The lead safeguarding officers understand their roles clearly. They can identify the agencies that can help children and families should they need to raise a concern. The provider has an appropriate process to recruit staff who are suitable to work with children. Managers ensure that visitors are not left alone with the children.

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 staffing arrangements meet the needs of children and that staff are deployed effectively to support children's learning	13/06/2023
ensure staff manage children's behaviour in a suitable manner	13/06/2023
provide training and professional development opportunities to ensure staff provide high-quality learning and development experiences for the children and improve their interactions with them	13/06/2023
ensure the individual needs of each child are used to plan meaningful and challenging learning experiences that build on what they know and can do.	13/06/2023

Setting details

Unique reference number	2605167
Local authority	Hertfordshire
Inspection number	10293604
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	55
Number of children on roll	48
Name of registered person	Pendley Day Nursery Limited
Registered person unique reference number	2605166
Telephone number	01442 891144
Date of previous inspection	18 October 2022

Information about this early years setting

Pendley Day Nursery registered in 2020 and operates from the Grass Roots Stadium in Tring, Hertfordshire. The nursery employs eight members of childcare staff. Four members of staff hold appropriate early years qualifications ranging from level 2 to level 4. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elke Rockey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector held meetings with the provider, the manager and the deputy manager to discuss the provision.
- The manager joined the inspector on a learning walk and they carried out a joint observation together. They discussed the impact that the teaching was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed and assessed 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 talked with children and read a story to some children during the inspection.

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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