

# Inspection of Partou Curiosity Corner Day Nursery & Pre-School

63a Scarisbrick New Road, Southport PR8 6PA

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Inspection date: 4 June 2024

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

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Significant weaknesses in leadership and management compromise children's learning and well-being. Leaders and managers do not have effective oversight of the nursery. For example, staff induction, training and support are ineffective. As a result, staff do not fully understand their roles and responsibilities. In particular, some staff have not received safeguarding training. This does not help to keep children safe or ensure that their diverse needs are consistently met.

The number of changes in staffing hinders children's personal, social and emotional development. Children do not have sufficient opportunities to develop strong bonds with staff. They are upset when cared for by adults who they do not know well. Furthermore, children are moved out of their base room in order to meet the staff-to-child ratios. This is not in the best interests of the children. The lack of consistency also has an impact on children's behaviour. Children struggle to manage their feelings and find it difficult to learn how to be kind to others.

Leaders and managers have introduced a new curriculum, which they have shared with staff. However, they do not ensure that staff implement the curriculum successfully. For instance, staff are not provided with clear direction on how to consistently support children's learning. Leaders fail to make certain that staff provide learning activities that build on children's previous knowledge. This hinders children's ongoing progress and development. As a result, children frequently wander around aimlessly and do not engage in purposeful play and learning. This does not provide children with the knowledge that they need to succeed.

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

- Leaders and managers do not have capacity to sustain improvements. This has led to numerous breaches of requirements. Of these, several are repeat breaches. This lack of oversight affects children's care, learning and safety. During the inspection, we identified further concerns that demonstrate poor leadership and management. As a result, Ofsted intends to take enforcement action.
- Leaders and managers have failed to demonstrate the safe and efficient running of the nursery. For example, they are unable to show that sufficient staff are consistently in place to meet the differing needs of the children. This has a negative impact on children's safety and well-being.
- Leaders and managers do not ensure that children have access to an effective curriculum. They have not helped staff to understand in what order children need to learn key skills. For example, staff teach two-year-old children to count to 10 by rote, before they understand the concept of number. This does not help to build a firm foundation for future learning.

- Leaders and managers have some systems to help children to understand the nursery's rules. However, staff do not consistently support children to understand the expected behaviour. For example, when children push and shove one another or raise their voices, staff do not intervene. This does not help children to fully understand the impact of their behaviour on others.
- The support for children with special educational needs and/or disabilities (SEND) is inconsistent. The special educational needs coordinator (SENCo) and each child's key person have a sound understanding of children's individual plans. However, this information is not shared effectively with other staff. Some children with SEND are left for periods of time unsupported and unnoticed. This means their needs are not consistently met in practice.
- Children are not always supervised while eating. This places children at risk of harm from choking. Furthermore, staff are not aware when children eat from each other's bowls and share food with one another. This does not help to keep children safe from eating foods that they should not have.
- The key-person system is ineffective, which means children's care is not always tailored to meet their individual needs. For example, key persons are not always based in the same room as their key children. As result, children are unable to forge a relationship with a familiar adult. In addition, staff are frequently moved between different rooms, which causes further disruption to children's care.
- Some parents are not aware of their child's key person. Consequently, they are unable to develop a strong partnership with a named member of staff and share information about their children's needs. This lack of partnership working does not provide continuity for children.
- There are gaps in the curriculum, which hinder children's progress. For example, there has not been a strong enough focus on supporting children's personal, social and emotional development. This affects children's confidence and ultimately their learning.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

## 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:**

	<b>Due date</b>
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ensure all staff receive an effective induction and this must include safeguarding training, so that they understand their roles and responsibilities	03/07/2024
make sure the key-person system is effective to ensure children's care is tailored to their meet their individual needs and so that all children have a settled relationship with staff who know them	03/07/2024
ensure that the staffing arrangements meet the needs of all children and ensure their safety	03/07/2024
ensure children are within sight and hearing of a member of staff when they are eating	03/07/2024
ensure that staff receive effective support to help them understand how to manage children's behaviour appropriately	03/07/2024
ensure that effective arrangements are in place to support children with SEND	03/07/2024
demonstrate how the total number of staff available to work directly with children meets the ratio requirements	03/07/2024
ensure parents are provided with the name of their child's key person	03/07/2024
provide staff with support, coaching and training to help promote the learning needs and interests of all children.	03/07/2024

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

	<b>Due date</b>
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ensure that staff implement an effective curriculum to give all children the knowledge and skills they need to succeed	30/08/2024
ensure the curriculum involves activities and experiences that enable children to develop and achieve.	30/08/2024

## Setting details

<b>Unique reference number</b>	EY551363
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10352253
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	78
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Just Childcare Limited
<b>Registered person unique reference number</b>	RP900954
<b>Telephone number</b>	01704 884088
<b>Date of previous inspection</b>	8 June 2022

## Information about this early years setting

Partou Curiosity Corner Day Nursery & Pre-School in Southport registered in 2017. The nursery employs 16 members of childcare staff. Of these, three hold qualified teacher status, one holds a qualification at level 7, nine hold qualifications at level 3 and one holds a qualification at level 2. The nursery opens Monday to Friday, from 7.30am to 6pm, for 52 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Chris Scully  
Andrea Vaughan

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We conducted this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors spoke with senior leaders about the leadership and management of the nursery.
- The managers and inspectors discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors conducted two joint observations with the manager and deputy manager.
- The inspectors observed the interactions between staff and children.
- The SENCo spoke to an inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspectors.
- The inspectors looked at relevant documentation and reviewed 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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