

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

120 Congleton Road, Sandbach CW11 1HF

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Inspection date:

15 November 2024 - 18 December 2024

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## **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**

The provider has not ensured that the nursery's safeguarding policy and procedures are clearly understood and implemented effectively to keep children adequately protected from potential harm. The provider has not made certain that staff report allegations against staff and understand the importance of doing so without delay so that children's safety can be fully assured. Additionally, poor staffing arrangements at the nursery mean that children's individual needs and well-being are not met. At times, staff do not recognise when children are upset and need support or reassurance. Some staff working with younger children get to know them well, but this is not consistent across the nursery. Too often, children are not supported by the staff who know them best. This compromises children's emotional well-being and does not help them to feel safe.

Children, particularly those with special educational needs and/or disabilities (SEND), do not access a broad and ambitious curriculum that helps them to progress across the areas of learning. Staff are not given the training they need to understand the different ways that children learn. Children spend too long in free play that lacks purpose and, at times, is chaotic. Although some staff know children's next steps in learning, they do not implement them into play or activities. This does not help children to build on their existing skills and make progress in their learning.

Children are beginning to understand some of the rules and boundaries of the nursery. They listen carefully when staff speak and follow their instructions. Children help to tidy up and know they need to form a line when going out to the garden. They are learning about staff's expectations for positive behaviour.

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

- The provider has not maintained good oversight of the nursery. Consequently, breaches of the legal requirements have gone unidentified. Staff, although trained in safeguarding, do not have a good enough understanding of the necessity of reporting concerns about a colleague's practice or behaviour in a swift and timely manner. This means that children's safety and well-being are not fully assured. That said, following recent incidents, the provider has taken swift and appropriate action to address these concerns.
- The arrangements for staff deployment are not effective. Staff are overwhelmed and unable to meet children's individual needs. This compromises children safety and well-being.
- The nursery does not provide children with a broad and ambitious curriculum that builds on their existing skills. Staff interactions are inconsistent and do not provide children with new knowledge and vocabulary. When adult-led activities

take place, they are pitched incorrectly and do not consider what children already know. Children do not engage well or develop a positive attitude to learning.

- Support for children with SEND is weak. Poor staffing arrangements means that those working with children who have SEND do not know them well enough. Staff are not always aware of children's SEND support plans or what targets they are working towards. Children with SEND spend too long wandering and unsupported in the environment. This compromises their safety and prevents them from making progress in their learning.
- The key-person system is not effective. When staff are not deployed with their key children, remaining staff do not know them well enough. They do not recognise children's unique needs, such as when they are overstimulated and need support. Furthermore, they do not recognise the impact this has on other children. Consequently, there are times when children who are upset go unnoticed. This does not support children's emotional well-being.
- Robust hygiene routines are not well implemented. Staff do not routinely wash children after they have eaten and allow babies to drink from each other's cups without cleaning them. They do not wash their hands in between wiping children's noses or clean tables before children are allowed to eat from them. This does not support children's overall good health and well-being.
- Partnership working with parents is not effective. Not all parents are aware of their child's key person or what they are working on at nursery. Parents do not receive key information, such as children's SEND support plans in a timely manner. This does not help parents to extend learning at home and has a negative impact on the continuity of care and learning.
- Staff at the nursery feel overwhelmed and find their roles stressful. The programme for professional development is not embedded. Not all staff receive supervision meetings and feedback on their performance. Staff are unsure of how to improve their skills and do not access targeted professional development opportunities. Consequently, there are significant weaknesses in the quality of education.
- Children are developing some independence skills. Staff support children to use a knife and fork correctly, for instance by pushing food onto their fork. Children use the bathroom independently and develop some self-help skills, such as hand washing. They are becoming increasingly confident at completing some tasks for themselves.
- Staff in the baby room support babies to engage in a calm and peaceful story time. They share books and talk to babies about the different characters and what is happening on each page. This helps babies to hear some new words and encourages their emerging speaking skills.

## 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?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure all staff, including leaders, have a secure understanding of the safeguarding policy and procedure and their role in reporting safeguarding concerns immediately, with particular regard to allegations made against staff	27/12/2024
ensure staff are deployed effectively to meet children's needs and keep them safe	27/12/2024
plan and implement a broad and ambitious curriculum for all children that builds on their existing skills and knowledge	10/01/2025
implement effective procedures for supporting children with SEND	27/12/2024
ensure an effective key-person system is implemented to meet children's individual needs and well-being	27/12/2024
implement robust hygiene procedures to promote children's good health	27/12/2024
ensure parents are provided with information about children's key person, development and additional support they receive	27/12/2024
implement effective procedures for staff supervision, coaching and mentoring to improve the quality of education.	10/01/2025

## Setting details

<b>Unique reference number</b>	EY551217
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10372010
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	132
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Just Childcare Limited
<b>Registered person unique reference number</b>	RP900954
<b>Telephone number</b>	01270 759257
<b>Date of previous inspection</b>	6 December 2019

## Information about this early years setting

Partou Kids Corner Day Nursery & Pre-School registered in 2017. The nursery employs 28 members of childcare staff. Of these, 17 hold qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery offers the government funded places for childcare and receives specific funding for disadvantaged children.

## Information about this inspection

### Inspectors

Kayte Farrell  
Michelle Highcock  
Karen Cox

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspectors on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspectors spoke to children, to find out about their time at the nursery.
- Staff spoke to the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspectors.
- The manager showed the inspectors documentation to demonstrate the suitability of staff.

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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