

Inspection of Partou Longlevens Day Nursery & Pre-School

82 Church Road, Longlevens, Gloucester GL2 0AA

Inspection date:

7 January 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children do not make the best possible progress in their learning and development because the quality of teaching is not consistently good. Staff do not always ensure planned play activities are developmentally appropriate or organised well enough to fully support children's learning. At times, children wait for extended periods of time for staff to organise themselves or resources, which means children miss out on meaningful learning experiences and interactions. Although a key-person system is in place, it is not fully effective or embedded into practice to ensure key staff fully meet all children's individual needs.

That said, children are generally happy and develop warm relationships with the caring staff team and their peers. They receive cuddles and reassurance from staff when needed, and quickly settle into their chosen play. Babies benefit from some meaningful interactions to support their communication and language skills. For example, staff introduce animal names, such as 'giraffe', as they play with small figures. They encourage babies to develop their thinking skills as they ask them to look for the 'big mummy giraffe'. Staff support older children to learn about the world around them. They engage in small-group activities that require sustained attention. For example, at circle time, staff ask children questions about the weather. Children are eager to discuss the types of clothing they may need for outdoor play.

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

- The nursery has experienced a number of changes to staff and the leadership team and this has impacted on the quality of education that children receive. That said, newly appointed leaders are experienced and strive to deliver high-quality care and education to all. They have identified some areas for development and put in place action plans to drive ongoing improvements.
- Staff demonstrate an understanding of the curriculum intentions for each room. For example, to support babies to develop their physical skills and to enhance communication and language skills in the toddler room. However, the quality of teaching is inconsistent and some staff do not have a good enough understanding of how children learn and develop. At times, there is a misalignment between activities and children's developmental stages. For example, staff introduce a painting activity to support babies to develop fine motor skills, such as holding a paintbrush. However, they do not consider that babies need to build strength in their shoulders and arms first to hold a paintbrush properly.
- Leaders are aware that the key-person system is not fully effective and have identified this as an area for development. For example, they rotate staff between the baby and pre-school rooms to promote consistency for children.

However, the newly introduced key-person system is not fully effective or embedded into practice. Some staff are still getting to know their key children's interests and developmental stages, which affects their ability to fully meet children's needs. Additionally, leaders have not ensured that all parents are aware of their child's key person, and are kept informed about their child's development and progress.

- Staff have an overview of what they want children to learn and plan individual next steps in learning for each child. However, planned next steps in learning are too broad. Staff do not always precisely identify what it is they want children to learn to ensure that children receive the support needed to help them make the best possible progress.
- Staff gather a good range of information from parents, when children first begin to attend the nursery. They meet with parents during the induction period to discuss this and ensure it is shared with room staff. Staff follow children's routines and interests from home to help them settle into nursery routines with ease.
- Staff are sensitive when changing nappies and attending to children's personal care. They engage in conversation about what they are doing, and ensure children are clean and comfortable throughout the day. Staff recognise when children are becoming tired and take them to the sleep room for a nap. They stay with children until they fall asleep and remain close by, checking on them regularly to ensure they are safe and well.
- Children with special educational needs and/or disabilities (SEND) receive some targeted interventions to support their learning. For example, staff plan activities to develop children's emotional awareness and vocabulary to express their feelings. Children use words, such as 'confused' and 'scared', to describe emotions. Staff engage in discussions with children about activities they can try when feeling this way. This helps them to develop their self-regulation skills.

Safeguarding

The arrangements for safeguarding are effective.

There is 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, the provider must:

	Due date
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<p>ensure staff receive appropriate training and professional development opportunities to improve the quality of teaching, and enable them to successfully implement a curriculum that meets the development needs of all children</p>	<p>07/02/2025</p>
<p>ensure an effective and consistent key-person system is in place and professional relationships between all parents and their child's key person are established to keep them fully updated on their children's experiences, learning and development.</p>	<p>24/01/2025</p>

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

- strengthen the organisation of daily routines and play activities, to support children's engagement in meaningful learning experiences
- provide children with more precise next steps in learning, so that staff can provide more targeted support, to help children make the best possible progress.

Setting details

Unique reference number	EY246995
Local authority	Gloucestershire
Inspection number	10377748
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	77
Number of children on roll	106
Name of registered person	The Chestnuts Day Nursery Limited
Registered person unique reference number	RP910244
Telephone number	01452 386888
Date of previous inspection	18 February 2020

Information about this early years setting

Partou Longlevens Day Nursery & Pre-School registered in 2003. The nursery opens Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. There are 21 staff employed. Of these, 14 hold relevant early years qualifications at level 3, one at level 2 and six are unqualified. Agency staff are also used. The nursery provides funded early education for children.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector 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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