

Inspection of Partou Bluebells Day Nursery & Pre-School

Longsands Lane, Fulwood, PRESTON PR2 9PS

Inspection date: 27 August 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the busy and exciting nursery. Children are continually engaged in their play and learning. Staff support them to play with others and to join fun group activities. Children also develop the confidence to choose to play independently at times. Staff plan a broad curriculum to help build on children's existing skills and knowledge and to spark new interests. Regular activities, such as forest-skills sessions, support children's learning in an engaging way, adding to their breadth of experience. Classes such as bi-lingual singing and music and movement help to support children's early language skills and physical development.

Children understand staff's expectations and behave well. Staff are positive role models and help children to understand how their actions might affect others. Staff teach children how to recognise and discuss their feelings and to celebrate how each person is unique. Children listen carefully to instructions and follow the rules and routines at nursery. For example, children line up patiently, waiting for their turn to serve their own food at lunchtime. They learn the personal and social skills they need to thrive in life. Children make good progress across the curriculum and demonstrate positive attitudes towards their learning. Staff work with parents and with professionals at the schools children will attend to foster excitement about their new adventures.

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

- Staff promote children's communication skills as a focus throughout the nursery. Children enjoy stories, songs and interesting discussions as part of their day. Staff use specific teaching strategies effectively to support children where they need more help to catch up. This means that all children develop competence in their language skills and become confident in their communications.
- Staff introduce children to mathematical concepts and vocabulary as they play. They learn about number in a meaningful way. For example, staff help children to measure the plants that they are growing and discuss how much they have grown. This helps to give children a solid foundation for their future learning.
- Generally, staff's interactions with children support their learning well. Activities are planned thoughtfully to build on what children already know and can do. On occasion, where staff's teaching skills are not fully embedded, children do not benefit fully from all activities and interactions.
- Staff find out plenty of useful information about children's prior experiences before they start at nursery. Staff work closely with parents as children move through the different rooms and as they get ready to move on to school. This helps staff to plan well for children's learning and supports children's confidence at each new stage of their learning journey.

- Staff support children to build their independence skills from the youngest age, and they promote well-sequenced learning and development. Children begin to manage their own health and hygiene needs. They enjoy sociable mealtimes where they learn about and eat healthy food. They learn about oral health and how to keep their teeth clean. Children begin to build a bank of key skills and healthy habits for life.
- Relationships with parents are strong. Leaders plan a diverse range of sessions for parents to join, such as first aid and archery. Leaders offer parents support for a wide range of parenting and life topics. Staff communicate well with parents and offer different ways and times to chat to suit families' needs. Parents feel involved and included in their children's learning.
- Leaders support staff well in their roles and in their personal and professional lives. Leaders are mindful of staff well-being and support their personal circumstances well. Staff enjoy training that is targeted well to enhance their skills. This helps to maintain high morale and enthusiasm throughout the staff team.
- Leaders are reflective about the provision. They regularly review risk assessments to ensure a focus on children's safety at all times, for example. Collaborative working with outside agencies helps to support all children well. Leaders are receptive to advice and actively seek out the views of parents, staff and children to inform ongoing positive change. Leaders demonstrate commitment to delivering a high standard of care and learning for all children.

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

- continue to support staff well to strengthen each interaction with every child to a consistently high level.

Setting details

Unique reference number	EY500662
Local authority	Lancashire
Inspection number	10382847
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	90
Number of children on roll	150
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01772 798034
Date of previous inspection	18 December 2024

Information about this early years setting

Partou Bluebells Day Nursery & Pre-School registered in 2016 and is located in Preston. The nursery employs 34 members of childcare staff, including the manager. Of these, 21 hold appropriate qualifications at levels 2 and 3. Five members of staff hold a relevant level 6 qualification, including the manager. The nursery opens Monday to Friday from 7am until 6pm, for 51 weeks a year. The nursery offers government funded places for childcare and early education.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- The inspector viewed the nursery and discussed the safety and suitability of the premises, along with the aims and rationale for their early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector, manager and a deputy manager carried out joint observations of group activities.
- 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.
- Representatives of the provider spoke with the inspector about the leadership and management of 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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