

Inspection of Pendle Court Day Nursery & Pre-School

Unit 5 Pendle Court, Nelson BB9 7BT

Inspection date: 7 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff have high aspirations and want the best for children who attend the nursery. All children, regardless of their needs, receive a high-quality education and get the support they need to help them succeed. For example, children who are a little delayed in their speaking receive timely support from outside agencies. Children also benefit from a language-rich environment. As a result, they thoroughly enjoy singing, listening to stories and spending time with staff, who are attentive to their needs.

During the COVID-19 pandemic, leaders and managers identified that some babies struggled to settle into the nursery. As a result, they made changes to their settling-in processes. These changes, which are adapted to meet babies' individual needs, have enabled them to settle more quickly. Parents are delighted and praise the staff for the support and reassurance they provide during this time. Babies are extremely happy in their safe and nurturing environment.

Children are enthusiastic learners, who are eager to have a go. For example, they rise to the challenge as they use scissors to cut the basil leaves. Children thoroughly enjoy exploring the wealth of activities on offer. These activities, which are planned with a purpose, help children to acquire lots of knowledge and skills.

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

- Leaders and managers are committed to giving children the best start. They support staff in developing their knowledge and expertise, which has enhanced children's learning. Leaders and managers also work closely with parents and carers. For example, they offer practical guidance, such as how to help their children sleep through the night. At other times, they have offered flexible childcare places, so that vulnerable children and their families get the support they need. There is a strong sense of belonging at this welcoming and inclusive nursery.
- Much of the curriculum is based on children's experiences and interests, which helps them to enjoy their learning. For example, following a trip to the farm, babies are able to explore pretend farm animals. This helps them to make connections with past events. Toddlers who are a little reluctant to brush their teeth, are able to learn the importance of oral health by brushing the dinosaurs' teeth.
- Children are supervised well and are eager to learn. They enjoy a mixture of outdoor and indoor activities, which gives them a wealth of learning opportunities. For example, pre-school children learn about the effects of exercise on their bodies as they pretend to be 'busy bees' collecting nectar. However, children's learning during group activities is less effective. These

sessions are a little chaotic and some staff do not implement effective strategies to help keep children on task. As a result, some children are not engaged and lose interest. This interrupts their learning.

- The support for children with special educational needs and/or disabilities (SEND) is strong. Staff think carefully about what children need to learn and adapt the curriculum accordingly. For example, staff use sign and/or cue cards to communicate with children who are unable to speak. They also provide one-to-one support to help build children's social skills. Staff work closely with the special educational needs coordinator, parents and professionals. As a result, children with SEND are given the right support they need to help them to succeed.
- Staff are determined to give children a wide variety of exciting learning experiences. This helps to build their knowledge and skills over time. All rooms are superbly resourced with pretend and real objects. These resources are used well to help children to act out experiences and to explore using their senses. For example, children use real tape measures and tools, such as spanners and screwdrivers, in the construction area. They also enjoy exploring different spices, such as turmeric and cinnamon, in the dough-making area. However, children are not taught these new and exciting words. This does not help children to form more complex sentences using new vocabulary.
- Early years pupil premium funding is used effectively to support disadvantaged children. For example, children access additional sessions to help provide continuity in their learning. They also access football training to build their confidence and social skills. Leaders and managers carefully monitor the impact of any funding. They also monitor the quality of education and make changes to ensure all children, especially the most disadvantaged, achieve well.

Safeguarding

The arrangements for safeguarding are effective.

Children are extremely safe and secure at the nursery. Managers and staff attend relevant child protection training and implement policies in practice. For example, mobile phones are not used in the nursery. Furthermore, laptops are password protected which keeps children safe from any online hazards.

The owner of the nursery is a qualified children's nurse and health visitor with social work experience. She uses her professional expertise to ensure children and families get the support they need. This worked particularly well during lockdown when many families did not have face-to-face access to other professionals. The owner was able to identify concerns quickly and acted swiftly to keep children safe.

What does the setting need to do to improve?

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

- improve the organisation of group activities and staff deployment to help children remain focused and engaged in their learning
- encourage children to learn and use new words in context, to help widen their vocabulary.

Setting details

Unique reference number	2527013
Local authority	Lancashire
Inspection number	10206316
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	222
Number of children on roll	200
Name of registered person	Pendle Court Day Nursery Limited
Registered person unique reference number	RP525047
Telephone number	01282619229
Date of previous inspection	Not applicable

Information about this early years setting

Pendle Court Day Nursery & Pre-School registered in 2019. It is situated in Nelson, Burnley. The nursery employs 33 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, two hold level 5, two hold level 4, 21 hold level 3 and one holds level 2. The nursery opens from Monday to Friday all year round, except bank holidays and one week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Tricia Graham
Jenny Burgeen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and managers and have taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk around the nursery.
- The inspectors observed the quality of education and the impact this has on children's learning.
- Discussions were held with the leadership and management team.
- Consideration was given to parents' views.
- The inspectors viewed a sample of documentation, including staff suitability checks.
- The inspectors carried out two joint observations with the manager.

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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