

Pendle Court Day Nursery & Pre-School

Unique reference number (URN): 2527013

Address: Unit 5 Pendle Court, Nelson, BB9 7BT

Type: Childcare on non-domestic premises

Registered with Ofsted: 11/03/2019

Registers: EYR, CCR, VCR

Registered person: Pendle Court Day Nursery Limited

Inspection report: 21 August 2026

Exceptional	
Strong standard	●
Expected standard	● ●
Needs attention	● ● ●
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders have established a highly inclusive culture that is a notable strength of the setting. Children's individual needs are identified early, with support put in place swiftly. Leaders have a wide range of knowledge of different needs and disabilities. As a result, they can provide tailored support. Leaders work closely with parents and carers to gain a thorough understanding of children's starting points. Additional advice is given to parents to use at home to ensure children receive consistent support.

Leaders make quick adjustments and adaptations for children with special educational needs and/or disabilities (SEND). For example, children can access a sensory room, which can be adapted to support emotional regulation. This also provides appropriate equipment to meet the needs of children with physical disabilities. Staff use targeted approaches to develop communication and language for children with SEND. For example, children communicate using talking buttons or Makaton. Leaders understand the barriers that parents face to accessing their children's learning. They offer practical support, such as by sending messages that can be translated, rather than making phone calls, to parents and carers who speak English as an additional language.

Leaders monitor children's progress effectively. They review practice and make adaptations to meet the changing needs of their children. As a result, children with SEND make clear progress. Leaders work hard to overcome barriers to learning and improve outcomes for disadvantaged children. They work alongside specialists and use additional funding where recommended.

Expected standard ●

Behaviour, attitudes and establishing routines

Expected standard ●

Children typically demonstrate that they know and can follow routines well. For example, at mealtimes, children line up to wash their hands before sitting down to eat. Staff adapt routines to meet the individual needs of children. Children cooperate well during familiar routines, such as snack time and changing times. Staff generally have clear expectations for children. They build relationships with children and are positive role models. When needed, staff are gentle when supporting children to understand the impact of their behaviour on others, with time being given to model the appropriate use of resources. Staff offer positive praise to build children's confidence and self-esteem. They promote good manners and speak to others in a courteous manner. As a result, children learn to be polite and begin to treat others with care. Children confidently join in with group activities, showing that they are engaged. They learn to play alongside each other and begin to develop their own friendships.

Leaders typically have a secure understanding of children and their families. They recognise the barriers that they face and keep them at the heart of what they do. Parents and carers

are supported by staff's flexibility to ensure their children regularly attend. As a result of this, children benefit from consistent routines and expectations.

Children's welfare and wellbeing

Expected standard 

Children are typically developing independence and self-care skills from an early age. For example, babies learn to feed themselves using cutlery, and older children pour themselves a drink from the water fountain. Children learn healthy habits and choices. For example, babies learn to wash their hands before they eat healthy snacks, and older children understand the impact of not washing their hands before eating. Additionally, children learn to keep their teeth clean and understand oral health. They brush their teeth daily and are provided with toothpaste to take home. As a result, children learn how to manage their own personal care needs.

Safer sleep and feeding routines are in place. Children learn about different allergies and dietary needs. Families are also supported with weaning and feeding routines through the dedicated weaning coordinator. Staff talk to parents and carers, giving a thorough handover so that they can sensitively respond to their individual needs. Children begin to learn to manage their own emotions as they are comforted by warm and caring staff. Children with special educational needs and/or disabilities develop secure relationships and attachments with their key persons. Staff are nurturing and responsive to the needs of children. Children develop the confidence to explore and play independently but will seek familiar adults for support when needed.

Needs attention

Achievement

Needs attention 

Inconsistencies in teaching mean that children do not receive specific learning to address gaps in their development. Assessment and tracking systems are in place, but next steps for children are not generated quickly enough. As a result, children do not achieve as well as they could. That said, children with special educational needs and/or disabilities (SEND) achieve well from their starting points as teaching and learning meet their specific targets.

Staff understand where children have not met the expected outcomes of their room curriculum, and this information is shared with other staff. Information is shared well as children prepare to start school. Children with SEND particularly benefit from these systems in place. Children's communication and language skills develop well. For example, babies begin to babble as staff talk to them about their play. Children's physical skills develop well. They explore large outdoor areas to improve their strength and whole-body movements.

Curriculum and teaching

Needs attention 

The quality of teaching across the setting is inconsistent. Although there is a planned curriculum within each room in the setting, this is not taught through planned activities. As a result, children do not learn what they need to according to their stage of development. Staff

do not know children's next steps well enough to be able to plan appropriate activities. As a result, children do not receive targeted learning. Leaders have identified this as an area for development and have begun to address this. However, this is in its early stages and is not yet having an impact on staff practice. Children with special educational needs and/or disabilities are taught a curriculum that is specifically matched to their needs. Adjustments are made to ensure they receive high-quality teaching and learning opportunities.

Staff focus on celebrating the progress that children make. Staff support children's language development well. They introduce new vocabulary as they engage in child-centred play. For example, when playing with play dough, staff encourage toddlers to 'stretch' and 'roll' it. Children's physical skills are also well developed. They spend much time in the outdoor area or exploring age-appropriate soft play in each room. Staff are attentive to children's interests and use these to engage children in fun activities that are well resourced.

Leadership and governance

Needs attention 

Although leaders acknowledge that there are areas for improvement across the setting, actions taken to address the quality of the curriculum and teaching have not yet had the desired impact on the setting. While staff report that they access training opportunities, leaders do not target this well enough for it to drive improvement in this area. There have been some changes to the leadership team since the last inspection. Leaders have a vision for the setting going forward and are taking steps to work towards this.

Leaders make every decision for the setting with children at the heart of what they do. This has been extended to include children's parents and carers, as leaders report that they are 'one big family'. Leaders have worked tirelessly to build and strengthen relationships with parents. Parents note the effective communication from staff and their caring and nurturing approach to caring for their children. Parents have also reported how appreciative they are of the support given to children with special educational needs and/or disabilities. Leaders work closely with external agencies to best support children and their families. They ensure that additional funding is used to enhance children's experiences, such as through singing and dancing activities. Staff report that they feel valued and well supported. Leaders have created a positive culture in which staff know that their wellbeing is important.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children do not learn from a curriculum that is aimed at their ages and stages of development. Children's familiar adults and key persons do not always have clear knowledge of their next steps. This means that children do not learn quickly and achieve to their full potential. The curriculum is based on children's interests, meaning that they are engaged in play throughout the day. Children access a range of extra-curricular activities to complement what is offered by staff, such as Makaton and baby yoga. Dedicated staff create a love of learning by bringing stories to life. For example, children recite stories aloud

as staff take on a role and retell the story. Children are confident to move through this large setting. They are engaged in play through well-resourced activities. Children explore the outdoors and enjoy being physically active.

Children are welcomed into a warm and caring setting. They settle quickly with staff, who take time to get to know them well. Children arrive happily and separate from their parents and carers, showing that they feel safe and secure in the setting. Children become familiar with staff, who provide care and develop positive relationships with them. As a result of what is modelled to them by staff, children learn to be caring and respectful to each other. Children are comforted by staff, who they seek when they become upset.

Children with special educational needs and/or disabilities are well supported. Barriers to learning are identified quickly, and support is put in place from the earliest opportunity. Secure partnerships with parents and external agencies provide staff with extensive knowledge of their children, which means that children receive consistent care and learning. Children and families who are known or have previously been known to children's social care, and children who face barriers to learning, are well supported by flexible and caring staff. Parents regularly seek support from leaders, who go above and beyond to provide guidance and practical help.

Next steps

To meet the requirements of the Early years foundation stage and Childcare Register the provider must take the following actions by the assigned date:

Action	Completion Date
design and implement a well-sequenced curriculum to ensure all children have the knowledge and skills for future learning	16/10/2026
ensure that assessment and tracking systems clearly identify next steps for children and consider how this informs teaching and learning opportunities	16/10/2026

About this inspection

The inspectors spoke with leaders, staff and parents during the inspection.

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.

Inspectors:
Laura Farrell
Katie Fowler

About this setting

Unique reference number (URN): 2527013

Address:
Unit 5 Pendle Court
Nelson
BB9 7BT

Type: Childcare on non-domestic premises

Registration date: 11/03/2019

Registered person: Pendle Court Day Nursery Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Lancashire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 21 August 2026

Children numbers

Age range of children at the time of inspection

0 to 5

Total number of places

190

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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