

Inspection of Partou Leo's Day Nursery & Pre-School

16 Albert Road, West Bridgford, NOTTINGHAM NG2 5GS

Inspection date: 24 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children across the nursery show curiosity and excitement as they explore outdoors. Staff help younger children recall the images of ladybirds that they have looked at together in a book. Children search the garden with their magnifying glasses and show great delight when they find the insect that they are looking for. Older children also develop their knowledge of the natural world. They eagerly participate in a pond dipping activity that staff have planned to help children embed their learning of life cycles. Children discover that some of their tadpoles have started to grow legs, and they correctly predict that these creatures will soon turn into frogs. This shows that children remember what staff have previously taught them.

Children from a young age know what is expected of them. Younger children use their early language skills to help others understand the nursery rules. They point and say, 'Shoes off' because they know that outdoor shoes must be taken off at the door. Older children show concern when their friends spill some food at lunch. They quickly alert staff to this, demonstrating care for their environment and a developing understanding of risk. Staff praise children for their conscientiousness, which helps children to understand that they are doing the right thing. Children are developing positive qualities, which will benefit them as they move through school and beyond.

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

- Staff use a variety of effective ways to help children learn and develop. The use of books features highly. Staff use factual texts to help children obtain knowledge, such as where different insects live. Children also enjoy fictional stories and make reading an activity of choice. Staff willingly share stories with children, which helps children to learn how to handle books and develop a love for reading.
- Staff plan a tailored package of support to help children make a smooth transition from nursery to school, based on their individual needs. For example, staff accompany some children on visits so that they can become familiar with their new environment, with the support of a familiar adult. Staff help children understand what school will be like by showing them videos and sharing books. Parents say that older siblings have been ready for school because of the care and early education they received at this nursery.
- Staff help children to learn about their local community and to understand what makes them and their friends unique. Children recreate maps of their neighbourhood. They identify with local landmarks, like the supermarket and football stadium. Staff plan activities to celebrate the variety of cultures that are represented throughout the nursery. For instance, children participate in the

traditional Chinese performance of dragon dancing.

- Staff use what they know about children to support their learning, development and well-being. They ask parents for regular updates about how children are at home, so that they can be prepared for any changes in behaviour at nursery. This is particularly useful for supporting children with special educational needs and/or disabilities (SEND). Staff find out from parents what strategies are most useful in helping children regulate their emotions. They replicate the same approach so that children have consistency between home and nursery.
- Staff form secure relationships with children. Those working with the youngest children demonstrate how their care and nurture benefits children's well-being. Children are quickly soothed when they are upset, and staff are attentive to children's care needs. For example, staff recognise when children need to sleep and swiftly make arrangements for this to happen.
- Leaders and managers accurately assess staff's abilities. They recognise staff's quality interactions with children, and they monitor the impact of the feedback that they have previously given to improve staff's practice. That said, leaders and managers have not identified some gaps in staff's knowledge around the ways that individual children learn. This means that some staff lack the specific knowledge they need to best support children in their care.
- Parents confirm that their children have made progress while attending this nursery. They say that they feel informed and involved in their children's learning and development. This includes knowing what additional funding is spent on. Children talk about the activities that they enjoy participating in. They particularly like playing football with their friends.

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:

- develop systems to identify and address staff's individual training needs so that staff have specific knowledge to best support the children in their care.

Setting details

Unique reference number	EY424174
Local authority	Nottinghamshire County Council
Inspection number	10414257
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	42
Number of children on roll	37
Name of registered person	Leo's Childrens Nurseries Limited
Registered person unique reference number	RP902804
Telephone number	0115 9815061
Date of previous inspection	19 November 2019

Information about this early years setting

Partou Leo's Day Nursery & Pre-School, West Bridgford registered in 2011. The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery operates from 8am until 6pm, Monday to Friday. The nursery provides funded early education.

Information about this inspection

Inspector
Charlotte Whalley

Inspection activities

- The manager, deputy manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- 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 carried out a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- 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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