

Inspection of Partou Bluebells Day Nursery & Pre-School

Longsands Lane, Fulwood, PRESTON PR2 9PS

Inspection date:

18 December 2024

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

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

Although appropriate policies and procedures are in place, on occasion, the effective implementation of these is not adequately monitored. For instance, procedures for dropping off and collecting children are not always followed.

Children enjoy their time at nursery. They are engaged in and are positive about their play and learning. Staff support children to behave well and to work together. Children understand staff's expectations, listening and responding to instructions well. Staff promote 'bumping into books', supporting children to access and enjoy books and stories in all areas of the nursery. Staff make time to sit quietly with children and read to them. Children and parents take part in informative sessions, such as first aid. This supports parents' confidence and helps children learn important life skills, such as how to call for emergency assistance.

Outings to nearby attractions, such as a nature reserve, help to widen children's scope of experience. They learn about their local area and about how they are each unique through the thoughtful teaching of the broad curriculum. Children make good progress and develop confident attitudes towards life and learning.

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

- The provider has put appropriate procedures in place to keep children safe. However, when weaknesses in procedures for dropping off and collecting children are identified, the provider has not taken prompt and effective action to strengthen and rectify the issues.
- The provider has a structure in place to support staff in their roles. Staff are offered lots of opportunities for professional development. However, on occasion staff workload pressures are not fully addressed resulting in lower staff morale. This does not fully support the best possible outcomes for children.
- Intents for children's learning are clear. There is a shared understanding of the nursery's aims to prepare children for future learning and for life. Children's learning is well sequenced to gradually build on what they know and can do. This promotes children's readiness for life and the next stage of their education.
- Staff promote children's learning in interesting and enticing ways. For instance, they promote babies' early language skills through poetry. Staff encourage children's understanding of number as they measure each other while they lie on the floor. Staff understand how children learn and adapt their teaching appropriately. Children's progress is supported across the curriculum.
- Children with special educational needs and/or disabilities and those who need help to catch up are supported well. Additional funding is spent effectively to offer more individual support. Staff work with outside agencies and implement strategies in the interim to help close gaps in children's learning.

- Children who speak English as an additional language are supported. Staff speak the home languages of some children and learn key words and phrases to support others. Staff source books and resources in other languages and give copies to families to read at home. This helps to link children's learning and experiences at home and nursery.
- Staff help children to settle in and form good bonds with them. Interactions are sensitive and supportive. Staff find out about children's routines and likes to help get their learning off to a sound start. Staff know children well and tailor their planning and teaching accordingly. They link children's learning to their existing interests and promote new ones through teaching and discussion.
- Children's council meetings enable children to have input into activity planning. Children keenly voice their views and opinions in these sessions. This promotes children's sense of value, they understand that their voices are heard. They develop confidence in their self-worth.
- Relationships with parents are supportive. Staff plan opportunities for parents to engage in and support their children's learning. For instance, parents are invited to story sessions to read to children. Parents appreciate staff's advice on toilet training and healthy eating, for example. This helps to support the consistency of children's care and learning.

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
take effective action to consistently identify and rectify weaknesses in the implementation of policies and procedures to ensure children's safety.	17/01/2025

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

- continue to support staff to manage their workload and their professional development to maximise effective interactions with children and help them to make the best possible progress.

Setting details

Unique reference number	EY500662
Local authority	Lancashire
Inspection number	10373267
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	129
Name of registered person	Just Childcare Limited
Registered person unique reference number	RP900954
Telephone number	01772 798034
Date of previous inspection	16 January 2019

Information about this early years setting

Partou Bluebells Day Nursery & Pre-School registered in 2016. The nursery employs 31 members of childcare staff, including the manager. Of these, 20 hold appropriate qualifications at levels 2 and 3. Four members of staff hold a relevant level 6 qualification. The nursery opens Monday to Friday from 7am until 6pm, for 51 weeks a year. The nursery offers government funded places for early education.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children, staff and parents spoke to the inspector during the inspection and shared their views.
- The inspector carried out joint observations of group activities with the manager.
- Representatives of the provider spoke to the inspector about the leadership and management of the nursery.
- The manager provided the inspector with a sample of key documentation on request.

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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