

Partou Yeadon Day Nursery & Pre-School

Unique reference number (URN): EY457002

Address: Nunroyd House, Nunroyd Park, New Road, Yeadon, Leeds, LS19 7HR

Type: Childcare on non-domestic premises

Registered with Ofsted: 05/02/2013

Registers: EYR, CCR, VCR

Registered person: Pebbles Nursery Ltd.

Inspection report: 13 November 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards not met

Leaders have not ensured that there is an open and positive culture around safeguarding. This puts children at significant risk of harm. Some staff have a weak understanding of the setting's policies and procedures, particularly, who to contact if an allegation is made against staff.

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.

Needs attention

Achievement

Needs attention 

Staff identify children's next steps through regular assessment and observation of what children know and can do. However, leaders do not have effective systems in place to support staff to make the adaptations needed to ensure children make positive progress from their starting points.

Leaders do not ensure strategies from external professionals to support children with special educational needs and/or disabilities are implemented into routines and practice. Although children are making progress, weaknesses in the implementation of planned strategies means the progress is slow for some children.

Staff teach children some of the skills they will need as they move to their next stages in education, such as independence skills, an interest in stories, and personal hygiene routines.

Behaviour, attitudes and establishing routines

Needs attention 

Children behave well. Overall, staff treat children respectfully in their interactions. Staff know the children well and carefully remind them about boundaries and expected behaviour when necessary. When children are upset, staff do not consistently inform children before picking them up. This often startles children and upsets them further.

When creating wands, children share their resources and patiently wait their turn. Staff praise children's achievements as they explain what they have done well. Children understand the routines of the setting well. They help with setting-up the table at mealtimes and tidy away their toys when asked. As children play, they are respectful of children that are sleeping.

Referrals to support children's development are made in a timely manner. However, support to improve children's understanding of routines is not consistently implemented.

Children's attendance is monitored daily. Any absences are explored by leaders to ensure children are safe.

Curriculum and teaching

Needs attention 

Leaders have not yet implemented a sequenced curriculum, highlighting what they want children to learn while attending the nursery. Staff's assessment and expectations of what they want children to learn, especially within the baby room, is unrealistic for the ages and stages of children's development. Leaders do not ensure staff understand what impact the prolonged use of dummies has on children's communication and language skills. This reduces opportunities to develop children's speech and language.

Children actively listen and engage with stories for extended periods of time. This helps children develop a love of books and stories. Staff do not consistently introduce mathematical language into children's play. Early mathematics is not taught within the baby room which limits children's learning opportunities to sequence their development and understanding of mathematics. Staff in the pre-school teach children how to use tools safely. They role model good cutting skills and guide children to do this safely. They offer praise and encouragement when children successfully cut the strands for their wands.

Staff teach children to develop their independence skills, for example, as they wash their hands, serve their meals and help to tidy up. This provides them with some of the skills they will need as they move on to their next stage in education. Staff react to children's emerging needs quickly by creating a calm and safe space to regulate their emotions. This reduces the impact on children's learning and experiences.

Inclusion

Needs attention 

Staff identify children's needs through observation and regular assessment. They liaise with external professionals for additional support when needed. However, strategies to support children's learning and development, recommended by external professionals, have not been implemented into children's routines and activities. This impacts the progress children make.

Staff do not share information regularly with parents to enable them to continue children's learning at home to support their next steps. This prevents consistency of learning between the setting and home. Despite this, staff know the children well and use their additional funding to provide resources that will extend children's learning opportunities both indoors and outdoors. Leaders evaluate the impact of this to ensure children are making progress in their learning and development.

Leaders have identified a special educational needs and/or disabilities skills and knowledge weakness and have scheduled special educational needs coordinator (SENCO) training with the local authority. Support and guidance continues to be provided by other SENCOs within the organisation while training is completed.

Leaders have put in place new procedures to support inclusion and early identification of children's needs, however, this has not yet been put into practice.

Urgent improvement ●

Children's welfare and well-being

Urgent improvement ●

Leaders have failed to ensure that children in the baby room are supervised by an adequate number of staff, in line with the staff: child ratios of the early years foundation stage. Leaders do not ensure that staff have a secure understanding of appropriate required staffing levels and when to raise this with leaders. Procedures put in place, following previous actions, to ensure ratios are correct and children are supervised to keep them safe have not been implemented, resulting in children in the baby room being left with inappropriate supervision. This compromises children's safety.

Overall, staff have positive relationships with their key children. They know children well and children are confident to seek help and support when needed. However, parents often do not know who their child's key person is. This limits any information sharing and collaborative working to support children's learning and promoting their routines.

Staff provide healthy home-cooked meals that follow national guidelines. At mealtimes, staff do not ensure that children are always within sight and hearing when eating. Staff supporting children to wash their hands are not available to ensure children's safety from potential choking.

Staff ensure nappies are disposed of appropriately and the area is clean and hygienic. Children confidently wash their hands before and after meals and follow personal-care routines. However, older children do not consistently dispose of their used towels appropriately as some children throw these onto the floor for staff to dispose of.

Staff understand children's needs and when group times become too loud for some children, staff provide a quieter and more calming environment for them.

Leadership and governance

Urgent improvement ●

Leaders from within the organisation currently have oversight of the nursery. New leadership has focused on staffs' wellbeing and on developing their skills and knowledge in providing effective activities to promote children's learning. However, strategies used by leaders have not been effective. Staff demonstrated a poor understanding of how children learn.

The provider previously notified Ofsted about a breach to leaving children unsupervised. This means that the provider met their legal responsibility to notify Ofsted of significant events. Leaders provided guidance and training on carrying out headcounts for children. Action taken to address previous breaches to requirements are not effective to sustain improvements. Despite new procedures and training, leaders have failed to ensure children are adequately supervised.

Leaders have failed to ensure staff know who to contact if an allegation is made against a member of staff. This compromises children's safety.

A comprehensive action plan has been created based on leadership observations, and actions and recommendations recently received. Leaders have identified areas for

improvement and have started to implement some changes. However, this has not been implemented yet well enough to support children, including those with special educational needs and/or disabilities to achieve as well as they can do.

Parental partnerships are not effective. Parents comment on the lack of shared information regarding children's learning and development and ideas to continue their learning at home. Information about daily routines is not consistently shared in a timely manner to help parents with their child's home routines.

Compulsory Childcare Register requirements

This setting has not 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 not 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

Leaders have failed to ensure that staff supervise children adequately. Staff: child ratios within the baby room do not meet the requirements of the early years foundation stage, to keep children safe. Some staff do not know who to contact if an allegation is made against a member of staff. This compromises children's safety.

Staff know children well and have generally made positive relationships with children. Children have gained a love of books and stories and listen enthusiastically as staff read stories to them. They teach children to be independent including their personal care routines. Staff lack skills and knowledge of how children learn, which impacts on children's communication and language. With no clear curriculum in place, it is not evident what staff intend to teach children.

Strategies by external professionals to support children with special educational needs and /or disabilities are not implemented into children's routines which impacts the progress they make. However, staff know the children generally well and understand their needs and personalities. This enables them to provide resources to suit children's needs.

Children interact positively showing kindness to their friends as they hold the paper for each other to cut. They take turns using the scissors as staff supervise them and show them how to use these. Children behave well.

Next steps

The provider is not meeting the requirements of the Early years foundation stage and Childcare register and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to have taken the following actions by the assigned date:

Action	Completion Date
ensure staff provide emotional support and comfort to children to enable them to feel safe and secure	08/12/2025
ensure staff: child ratios are implemented at all times to provide effective supervision and to keep children safe	05/12/2025
ensure staff responsible for safeguarding children understand who to contact and why if an allegation is made against a member of staff	05/12/2025
ensure children are always within staff sight and hearing when eating, to keep children safe from potential choking	05/12/2025
ensure strategies provided by external professionals to support children with special educational needs and/or disabilities (SEND) are implemented into children's routines to enable them to make good progress	05/12/2025
provide parents of children with SEND with regular updates of their progress and a coordinated approach to children's learning and development to ensure support is directed where it will have the most impact	05/12/2025
ensure all parents know who their child's key person is to enable staff to build positive relationships and information sharing	05/12/2025

Action	Completion Date
implement an effective training programme that will support staff to understand how children learn and develop their understanding of child development.	05/12/2025

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

Action	Completion Date
implement an effective curriculum that is sequenced for all ages, to provide them with the skills and knowledge they will need for their next stage of education.	05/12/2025

About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator, and designated safeguarding leads during the inspection.

A quality assurance visit by an additional inspector was carried out at this 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.

We carried out this inspection as a result of a risk assessment, following information we received about the provider. The provider will be able to give parents further information about this.

Inspector:

Jo Clark

About this setting

Unique reference number (URN): EY457002

Address:

Nunroyd House, Nunroyd Park
New Road, Yeadon
Leeds
LS19 7HR

Type: Childcare on non-domestic premises

Registration date: 05/02/2013

Registered person: Pebbles Nursery Ltd.

Register(s): EYR, CCR, VCR

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

Local authority: Leeds

Facts and figures used on inspection

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

 This data is from 13 November 2025

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

104

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 standards expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards 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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