



Tudor Hall Nursery

Inspection report for early years provision

Unique Reference Number	205524
Inspection date	27 November 2006
Inspector	Rebecca Hadley
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Registered person	Eastrealm Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Tudor Hall Nursery is a privately owned full day care setting that opened in 1989. It operates from a large converted house situated close to Redditch town centre. The nursery is open for 52 weeks of the year. Opening times are from 07:30 to 18:00 Monday to Friday. Children may attend for a variety of sessions. The setting also operates a before and after school group and a holiday club and opens on Saturdays for birthday parties. All children share access to a secure enclosed outdoor play area.

A maximum of 65 children may attend the nursery at any one time. There are currently 60 children aged under 8 years on roll. Of these 14 children receive funding for nursery education. Children attend from a wide catchment area, most of their parents work locally. The setting supports children with disabilities and those who speak English as an additional language.

The nursery employs 17 staff who work directly with the children. Of these, 16 of the staff hold appropriate early years qualifications, whilst one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted. The setting takes steps to ensure that children are protected from the risk of infection. Positive steps are taken to prevent the spread of infection as children use hand washing resources at appropriate times throughout the day and information is provided to parents about incubation periods, the period when the person is infectious and the advised minimum exclusion periods. Children's individual health care needs are well met because medication and accident records are in place and accident records are used to inform the risk assessment. However, children's welfare is potentially compromised as not all accident records are signed by parents.

Children are well nourished. Staff have an understanding of children's individual dietary needs and ensure that children with allergies are well protected. Hot meals and snacks that are provided to children are nutritious and offer variety and choice which includes roast dinners, fish cakes, sweet and sour chicken, casseroles and a variety of fruit and vegetables. However, children do not fully understand the importance of healthy eating as staff do not discuss with them why some foods are healthy. Children are well hydrated because they are provided with frequent drinks at set times throughout the day and fresh drinking water is readily accessible at other times. Babies enjoy a relaxed social mealtime where they are encouraged to independently feed themselves, sensitively supported by staff. However, older children are unable to gain independence in feeding themselves as they are not provided with appropriate cutlery to achieve this.

Children develop confidence as they practise and extend their skills during indoor and outdoor physical play. Indoors, babies and younger children are provided with plenty of space to roll, move, pull themselves up and practise their crawling. Staff provide good support and encouragement to children. For example, items are placed just out of reach to encourage children to roll or crawl to them, staff hold children's hands to support them when walking, offer lots of praise and encouragement and clap when children achieve the objective. Children are able to use equipment such as cars, bikes, climbing frames and soft play and can move in a variety of different ways including, crawling through tunnels, jumping, hopping, skipping and moving like animals.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in premises that are well presented, and maintained in good condition. Rooms are brightly decorated and displays of children's work are at child height. Premises are welcoming and child centred because children's work is displayed at child height. For example, pictures in the baby room are laminated and stuck with Velcro to the wall so the babies can explore and look at them. Staff welcome children and parents individually as they arrive. Toilet

and nappy changing facilities are appropriate and meet individual needs and privacy. Sleeping children are closely supervised and guidance displayed in the baby room clearly sets out the correct procedures for sleeping children such as the correct room temperature, sleep positions and types of blankets to use.

Children are kept safe because the premises are secure and the outdoor area is fully enclosed. The procedures for the arrival and collection of children is well managed to ensure that they are kept safe. Children are protected and their welfare promoted through an in-depth risk assessment of equipment and premises, both inside and outdoors. Children enjoy using a wide range of toys and resources, suitable for their ages and stages of development. Most children are able to easily and safely select activities for themselves. They have space to play freely, to be active, quiet and rest or sleep according to their individual needs. The children are developing an understanding of how to keep themselves safe as they regularly practise emergency evacuation procedures.

The manager of the setting is fully aware of her role in protecting the children in her care. However, children's safety and welfare is potentially comprised as some staff do not demonstrate a sound understanding of child protection policies and procedures and are not aware the action that they should take in the event of a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, well settled, happy and comfortable in their environment. They benefit from the good knowledge of child development held by the staff. Staff have a sound knowledge of the children's starting points, because they are discussed with parents before the child starts and every child has a room transfer record which moves with them through the setting. Staff who work with the younger children carry out base line assessments and observations to find the child's developmental range, likes and dislikes to help the children progress in all areas of development and learning. Positive interactions can be seen between children and adults and children actively seek out staff to join in their games or for a hug.

Babies and young children benefit from staffs knowledge and implementation of the 'Birth to three matters' framework. Children are beginning to develop independence and are interested and involved as they choose from a wide range of activities such as painting, sand, soft toys, books, construction and activity centres. Children have first hand experiences to develop curiosity as learners because staff encourage them to take part in new activities such as custard and rice play and singing and dancing to music. They explore a board with a door knocker, bells, light pulls and switches. Babies express delight and wonder, laughing, shouting and squealing with glee as they play with animated animals and toddlers shout with excitement as they bang a tray with their hands and watch the rice jump. Children experience a range of natural and interesting materials such as shells, stones, tea, buttons and smelly bags. They access activities that light up such as a fibre optic mat and crawl to catch the bubbles from the bubble machine. However, the younger children in the pre-school room do not always have opportunities to experience or explore activities. For example staff took a child out of the water activity that he was totally engrossed in because he was getting wet. Children are developing self esteem through seeing their work and photographs displayed.

Older children who attend the out of school and holiday play scheme experience a range of activities such as crafts, the computer, a variety of construction, chalking, small world, table top activities, face painting and a dance mat. During the holidays they enjoy trips which include the Black Country museum, Cadbury World, the cinema and the seaside. Children are able to make individual choices with regard to activities and their individual needs are recognised and met. For example, staff understand that some children who have been at school all day need time to relax and unwind. A quiet area with a settee is provided for this. Children interact positively with staff, laughing and joking with them and seeking them out to join in or help them with their activities.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a basic understanding of the Foundation Stage, stepping stones and early learning goals. However, planning, observation and assessment is not used to ensure positive outcomes for children. The staff can explain their planning and have some idea of the areas of learning covered in activities. Planning shows areas of learning and children's learning intention, for example, can the children go backwards, forwards and sideways. However, it does not clearly show what activities children will participate in to achieve this and does not take into account specific needs and ages of the children.

Staff do not always help children to consolidate and extend their learning. Although staff have good relationships with the children and sit with them during the activities they frequently miss opportunities to extend children's learning. They do not always ask open-ended questions such as "What colour?" or "How many?" to encourage children to think. Children are encouraged to participate in new activities such as pasta play. However, some activities such as story and circle times are disrupted due to the organisation of the groups. Reasonable use of time and resources helps the children's learning. They are able to access some activities independently although equipment such as the role play area is not centrally based. They can make some choices within their learning and have time to complete activities. Assessment of the children's learning is not effective. Although some assessments are made of children, they are not always pertinent to what the child is actually learning and are not used when planning activities to ensure that each child moves forward at a pace suitable to their individual needs.

Some children are interested, excited and motivated to learn. They are confident to try new activities, initiate ideas and speak in a familiar group. For example, some children rush to the pasta play and others shout excitedly when staff say that it is time to sing. Some children are able to maintain attention, concentrate and sit quietly when appropriate. However, registration time is rushed, not all children are able to hear or answer their names and other children shout out and drown out those who wished to participate. Some children sit on the outside of the circle disrupting the children who are trying to join in. Children are developing a sense of awareness of their own feelings and are sensitive to the needs, and feelings of others. For example, one child drew a picture for her friend who was upset. "I've drawn a dinosaur for her to make her happy." Children are beginning to work harmoniously with others. For example, children playing with the garage worked together to fix the parts and children take turns when playing a sorting game. The children are beginning to understand the difference between right and wrong and why. However, they do not always consider the consequences of their words and actions for themselves and others and often disrupt activities for others. Some children

are developing personal independence skills such as putting on coats. However, they do not independently access washing facilities before snack and lunch time. Staff put the soap on the children's hands for them and do not teach the children how to wash their hands correctly or the reasons why.

Children are beginning to develop their competencies across the four aspects of communication, speaking, listening, reading and writing. They are beginning to use speech to organise and explore real and imagined experiences, ideas and feelings and for fun. For example, a group of children playing with construction. When asked about their constructions one child said "It's a 'mokamok', that's cybermen talk, I'm talking cyberman" and the other children laughed and copied him. Children can access books independently and approach staff to read stories to them. They are beginning to recognise their names, however, the organisation of this activity does not allow all children to fully participate. Younger children attempt writing at the mark making table and older children are beginning to form recognisable letters and some can write their names.

Children are beginning to say and use numbers in familiar contexts and can count reliably up to five everyday objects. For example, counting the number of times a hole is drilled and guessing the corresponding number of screws needed. However, staff miss opportunities to develop and extend children's counting such as at snack times when they give out the cups and at registration time when they do not count the number of children present. Some children use language to describe and compare shape, position, size and quantity. For example, a child who picked up two shakers and said "They're the same" and another child said "I'm not three I'm four, I'm bigger".

Children are beginning to investigate objects and materials. They sit on a large triangular mirror and look at themselves from different angles and make boats and see if they float or sink. They look at objects through binoculars, explore magnets and build and construct with a range of objects, select such as Popoids, Duplo, Meccano, and Stickle Bricks. They talk about events in their own lives and those of their families and they are beginning to have an understanding of time. For example, one child said "My Mom's at work" and another said "Dr Who's on at seven o'clock. One child building a castle said "I don't know where Cinderella is, I think she's died". Children observe, and identify features in the place they live and the natural world. They enjoy planting seeds such as beans, cress and daffodil bulbs and know what clothes they need to wear in cold weather. However, staff miss opportunities to talk to the children about the weather on a daily basis.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy. They can move confidently, and safely, with control and co-ordination. They travel around, under, over and through balancing and climbing equipment, climb up and over rungs, negotiate obstacle courses and pedal bikes and cars. They are able to participate in physical activities inside if they cannot access outdoor play through soft play and an exercise activity where they jump, stand up, sit down, touch toes and raise arms. However, the organisation of the indoor physical activity is chaotic, not all children join in and some children disrupt the session for others. Children do not recognise the importance of staying healthy, or

the changes that happen to their bodies when they are active. For example, after playing in the soft play area. They do not know why they drink milk and staff do not talk to them about eating healthily. The organisation of lunch time does not allow all children to develop appropriate table manners.

Children have some opportunities to be creative through activities such as sand, making gondolas, 3D aeroplanes, custard and pasta play, a variety of painting including free painting and plasticine. They can name the colours of their clothes; however, staff miss opportunities to talk to the children about colours. For example, the colour of the cups at snack times and naming colours when painting. Children sing simple songs from memory and can choose their favourites such as 'wind the bobbin up'. However, due to the organisation of the singing session not all children joined in. They can name simple musical instruments. One child said "They're musical, they're shakers" Children use their imagination in role-play and in activities such as small world. For example, pretending that Duplo is a 'castle boat' However, role play resources are not centrally organised to enable all children to access them. Children respond in a variety of ways to what they see, hear, smell, taste, touch and feel. One child said "My pink belt's very shiny" and another said "My pasta's sticky, it's stuck on my finger".

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and are valued and respected as individuals. They have opportunities to develop an understanding of the wider society through a range of resources and activities including puzzles, dolls, and figures and by celebrating festivals such as Diwali, Chinese New Year and Hanukkah. This helps them to develop an understanding of diversity. Children's individual needs are identified and met well. Children with disabilities are well supported and staff liaise with outside agencies to ensure that children's individual needs are appropriately met. Strategies are in place to identify and support children with individual specific needs. The children's spiritual, moral, social and cultural development is fostered.

Most children's behaviour is good in proportion to their level of understanding and maturity. However, at times the behaviour of children in the pre-school room impacts on other children's enjoyment of activities. There are effective and consistent ways for dealing with children's behaviour, which includes setting boundaries, using praise rather than criticism, talking to children about their behaviour, or distracting them. Children learn about positive behaviour through a sticker reward system and children who receive a sticker show it off with pride.

Children in the out of school group take responsibility for their own behaviour. They have written their own rules and have been involved in writing the settings bullying policy. During the out of school session, staff calmly explain to children who become very excitable and boisterous that they need to calm down a little or they could hurt someone. Staff are good role models and promote children's confidence and self-esteem through positive praise and encouragement.

Parents are provided with in-depth information about the setting through a prospectus. They receive information about their children's progress through daily diaries, verbal feedback from staff, newsletters and parent's evenings. Parents are invited into the setting at any time and

grandparents are invited to attend specific grandparent's afternoons such as a tea dance. Notice boards and displays provide parents with information about 'Birth to three matters'.

Partnership with parents and carers is good. They are kept well informed about the Foundation Stage through a notice board which clearly shows the six areas of learning. The termly and weekly planning is displayed and parents are able to clearly see the learning intentions of activities that their children participate in. Parents are actively involved in their children's learning as they are asked to send in items from home for displays and are informed about the topics that children will cover. This enables them to discuss the topics at home and encourage the children to continue to develop their skills. They are informed of their children's progress and achievements through parent's evenings and effective daily feedback.

Organisation

The organisation is good.

The registered provider demonstrates a good knowledge and understanding of the need to inform Ofsted of any significant changes. Staff are very well qualified and effectively deployed to ensure that children receive a high level of care and attention. Detailed documentation is in place and regularly reviewed to ensure that requirements are met. There is an operational plan in place which includes a wide range of policies and procedures to ensure the smooth running of the setting. Staff are well managed and there are good systems in place to provide clear direction, support and leadership. Recruitment and vetting procedures ensure that staff are of high quality and well qualified. Ongoing training for staff supports children's development and learning.

The leadership and management of the setting is good. The manager is enthusiastic, highly motivated and skilled. Since being appointed she has implemented a range of strategies to move the setting forward. This includes an action plan, daily monitoring and staff training. She is stringent in her monitoring of the group to ensure that standards are raised. She has identified the strengths and weaknesses of the provision and has strategies in place to ensure that the setting continues to move forward and make good progress. She works closely with outside agencies such as the teacher mentor to enable her to support staff in their planning and delivering of the curriculum.

Senior management and staff are dedicated and work very well together. Senior management are totally committed to providing a high level of care and education for children and are constantly looking at and implementing ways to move the setting forward. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to develop a written statement that highlights the action to be taken in the event of an allegation of abuse being made against staff, devise a registration system for use when collecting children from school sites and use posters, resources, labels and symbols to enable children whose home language is not English to see positive images of their own culture and language and to encourage all children to compare the differences and similarities of their own lives with those of others they know.

The child protection policy now clearly states the procedures to be taken should an allegation be made against a member of staff. Children's safety is protected, as there is a clear registration system for collecting children from school which staff are aware of and implement. Children are beginning to compare differences between themselves and others. Children are learning to speak simple words and phrases in different languages through interaction with their peers and activities provided by the setting such as Spanish lessons.

At the last nursery education inspection the setting was required to develop staff's understanding of how children learn to enable them to increase the quality of their interactions with children, ensure staff provide positive learning experiences for children and develop constructive relationships with them, ensure staff promote children's enthusiasm, imagination and interest to enable them to operate independently and develop individuality and devise and implement a rigorous procedure to monitor the effectiveness of the nursery education provision.

Some improvement has been made since the last inspection. Staff have attended Foundation Stage training and children are now able to access a variety of learning experiences. Staff interact with the children during activities, however, they still lack the understanding of how to extend the learning experiences to ensure that children move forward. Staff have begun to encourage children to develop their independence, however, due to the organisation of some resources and personal hygiene routines this is not always fully extended. The senior management have effectively monitored the nursery education. They have implemented some changes and continue to closely monitor and evaluate the provision to ensure that improvements continue to be made.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the opportunities for children to learn about healthy eating and ensure that they are provided with suitable utensils to encourage them to develop independent eating skills
- ensure that the accident book is signed by parents
- raise staffs knowledge and awareness of signs and symptoms of abuse and of procedures to be followed in line with the Local Safeguarding Children Board procedures.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop staff's knowledge and understanding of the Curriculum guidance for the foundation stage to ensure that they do not miss opportunities to extend children's learning in all areas
- develop planning, evaluations and assessment to ensure that children are provided with activities to move them forward at a pace suitable to their individual needs
- organise activities and resources to ensure that all children are able to fully participate in them and do not disrupt the enjoyment and participation of others.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk