

Tudor Hall Nursery

Inspection report for early years provision

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Inspector Christine Lynn Williams

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Tudor Hall Nursery is privately owned and opened in 1992. It operates from a large converted house situated close to Redditch town centre. Children attend from a wide catchment area, although most parents work in the locality. The nursery is open each weekday from 7:30am to 6:00pm for 52 weeks of the year. The setting offers several types of care, including an after school facility and holiday play scheme. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 65 children may attend the nursery at any one time. There are currently 34 children aged from five months to under five years on roll, some in part time places. The nursery has suitable systems to support children with special educational needs and/or disabilities and children with English as an additional language. The setting also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register.

There are 13 members of staff who work directly with the children, 11 of whom hold appropriate early years qualifications to NVQ level two and three. Two staff are working towards qualifications. The setting provides funded early education to three and four-year-olds and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a broad range of stimulating activities and make good progress in their learning and development. They play well on their own and with their friends and show they are happy and settled. Many aspects of children's welfare are promoted with success and children show they feel safe and secure within the nursery. Staff work closely with children's parents and others and this ensures there is a shared understanding about children's needs. There are clear strengths in all aspects of leadership and management, with good progress made since the last inspection and plans for further improvement being effectively targeted.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend staff's knowledge of how to use available resources more effectively to support children's different learning styles, particularly in relation to the interests and learning preferences of boys
- review and extend the opportunities for encouraging babies to explore outdoors.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are effective. The management is proactive in regularly reviewing the nursery's safeguarding practice and in developing ways of consistently improving this. For example, staff regularly update their knowledge through in-house training and on-line computer training courses. Effective management ensures that there are thorough arrangements for making referrals and sharing information between relevant agencies when necessary and all staff are appropriately checked. Good strategies are employed to keep children safe at all times. Monitoring, risk assessments and safety checks are used well to identify possible safety issues and good records, policies and procedures ensure that children are well protected and supported.

Those in charge have a clear vision of quality care and education and there is a strong commitment to self evaluation and ongoing improvement. The nursery's manager is a strong driving force and has worked closely with staff to ensure there is a shared vision for improving quality throughout the nursery. Good self assessment linked to action planning, parent views and local authority adviser visits are all used well to help identify weaknesses and make improvements. Staff are well qualified and work effectively together to ensure children enjoy a safe and stimulating environment. Care rooms reflect the family backgrounds and cultures of the children attending and staff carefully plan activities and experiences that reflect what is happening in the lives of children and their families. For example, a special "hero" event was held to acknowledge the special contribution made by children's families who had been involved in the Afghanistan conflict. Lots of interesting resources are used in a meaningful way to encourage children to learn about the different ways in which people live and displays, photographs and posters reflect the social mix of the children attending the nursery. Staff take account of children's different learning styles and have begun to address the learning needs of boys in particular. However, not all staff are fully confident in using available resources effectively to support this.

The strong relationship developed with parents contributes to successful outcomes for their children. Staff work hard to make parents and carers feel welcome and to involve them as partners in their child's learning and development. For example, a flexible child care system is operated to help parents balance the commitments of work and family life and parent's views are gained and acted upon. Children's achievements are shared through twice yearly parents' evenings and staff regularly advise parents on how they can support their children at home. There are clear channels of communication with all those involved with individual children and this ensures children get the help and support they need and continuity in their care and early education.

The quality and standards of the early years provision and outcomes for children

Children make good progress and enjoy close attention and lots of opportunities to become creative and independent thinkers. They confidently seek support from caring and attentive staff and take part in a good range of interesting activities and experiences. A high emphasis is placed on developing children's senses through interesting and messy textures. These capture children's interest and encourage them to be active and inquisitive learners. Children benefit from supportive staff who provide positive attitudes and good role models. Children are frequently observed, so that staff know what they enjoy doing and what progress they are making.

Children are developing the good social and life skills that will equip them with the skills they will need in their future learning. For example, they take responsibility for simple tasks such as helping to tidy away their toys and three and four-year-olds learn to serve themselves appropriate portions at lunch time. Children behave well and develop positive values because of the wealth of praise they receive. Clear boundaries and reward stickers ensure they know how to act positively and a "recipe for friendship" helps them to make friends and play together harmoniously. Children's individuality is valued and photographs of children's families are displayed to encourage them to share their home experiences with each other. They listen carefully to stories, enjoy looking at books and communicate well with each other. Babies and toddlers respond willingly to smiles, gestures and what staff say to them and rhymes and songs play an important part in helping the youngest children to develop their language skills. Counting is threaded through most activities and children learn about weight and measures as they play in the sand. Reasoning skills are developed as children use shape sorters and puzzles. Children delight in using their senses. They use stimulating materials such as rice pudding, baked beans and shredded paper and treasure baskets provide natural and household object to investigate. Older children explore the natural environment freely in the nursery garden, however, opportunities for babies to explore outside are less well developed. Children freely build and construct with different materials and pre-school children benefit from daily use of a computer. Children of all ages enjoy being creative. They become engrossed in games that develop their imagination and enjoy drawing and painting.

Children are confident in exploring their surroundings because they feel safe, happy and secure. Close relationships with a trusted adult allows babies and toddlers to develop their early walking skills safely, while older children are encouraged to think and act safely when using the soft play area and when climbing in the garden. Children's health and dietary needs are well met and all children learn the importance of washing their hands and eating healthily.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met