

Tudor Hall Nursery

168 Birmingham Road, Redditch, Worcestershire, B97 6EN

Inspection date	21/05/2013
Previous inspection date	26/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff are caring and attentive to children and the key person system ensures staff have an effective exchange of information with parents. This is particularly effective in helping very young babies to settle and form strong attachments to adults in the setting.
- Children are well supported to develop their communication and early reading and writing skills. They freely access a range of resources which support them to retell their favourite stories and to practise writing in their play.
- Through rigorous self-evaluation, leaders have an accurate view of what the setting does well and where it would benefit from improvement. Focussed improvement plans are in place and are beginning to have a positive impact on the improving quality.

It is not yet good because

- Not all staff have a secure understanding and knowledge of how children learn through sufficient challenge and effective engagement. This impacts on the progress that children make in their learning.
- Older children are not effectively helped to understand about their behaviour or supported to negotiate and solve problems with their peers.
- The manager has yet to fully implement the setting's plans for improvement in order to ensure the quality of teaching and learning is good across the setting.
- The arrangements in place to clean and maintain all areas of the premises and

equipment are not wholly effective.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and quality of the teaching.
- The inspector held meetings with the registered provider and the manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of staff suitability and qualifications of practitioners working with children and the provider's improvement plans.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Lorraine Anne Lawton

Full Report

Information about the setting

Tudor Nursery opened in 1989. The nursery is privately owned and operates from a large converted house situated close to Redditch town centre. Children have use of eight rooms including an indoor soft play room and a secure enclosed outdoor play area. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year. Tudor Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 60 children on roll, all of whom are in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. It currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs ten members of staff of whom nine work directly with the children and of whom one is responsible for maintenance. Of these, one holds senior practitioner status, six hold Level 3 qualifications, one holds a Level 2 qualification and is working towards a Level 3 and one is working towards a Level 2 qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the effectiveness of teaching by ensuring all staff have a secure understanding of how children learn and can provide appropriate challenge and can skilfully question children during activities.

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

- ensure all staff help children to understand behavioural expectations and to develop skills to negotiate with each other and solve problems
- fully implement the focussed improvement plan to ensure practice is consistently good across the setting so that all children make good progress
- implement improved systems to ensure all areas of the setting are clean and well maintained.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children at Tudor Nursery are making satisfactory progress. Staff provide an interesting environment for children to explore and generally support children's learning and development. There is a broad range of resources to provide children with purposeful activities including a covered outdoor area and a large soft play room. Staff use interesting ways to encourage children to take part in varied activities in order to support children's development across all areas of learning. Older children use their imagination and knowledge of the structure of stories as they re-enact 'Goldilocks and the three bears' with story books, bowls, spoons and headdresses. They have fun learning about the living things and their environment. They sow and grow a variety of seeds, herbs and plants in their indoor garden that sprout grass to look like 'hair'. Children's learning is extended as they make life-sized models to stand in their indoor garden, such as a 'gingerbread man' and a 'scarecrow'. Younger children have opportunities to handle different textures as they mix flour and water and make snakes with rolled up paper and nylon socks. Babies explore black, white and silver materials to stimulate their vision while music plays in the background.

Children are well supported to develop their communication, language and literacy skills. Staff use every opportunity to communicate with babies, as they playfully repeat words and phrases and make the sound of animals. This helps babies to pay attention, respond and recognise sounds as they develop communication and language skills. The pre-school room provides an environment rich in print supporting children's understanding that print carries meaning. Children begin to read and write familiar words as they select their laminated name card and practise writing their name. They are able to recognise the letters in their name and the sounds that letters make. Children who have English as an additional language are appropriately supported to develop a competence in English while maintaining their home language.

Staff know the children well as they conduct regular observations of what they can do and where they need to go next in their learning. Staff use this information to develop activity plans for individual children's next steps. They record children's progress using individual 'learning journeys' to which parents contribute by sharing details of learning that occurs at home. Parents receive written comments about children's daily achievements, described as 'wow' moments.

However, practice across the setting is inconsistent. Not all staff are secure in their knowledge of how children learn, and as a result do not always provide sufficient challenge or use skilful questioning to ensure children are effectively engaged in their learning. For example, although younger children are settled in their environment, staff's interaction with the children focuses on supervising them rather than extending their learning and development which impacts on the amount of progress they make. In the pre-school room the organisation of snack time means that too much of staff's time is taken up in routine tasks which reduces the amount of time they have available to support children's learning and development.

The contribution of the early years provision to the well-being of children

Children are well settled in the nursery as staff are very caring. The well-established key person system means that even the very youngest children form strong attachments to staff and separate easily and confidently from their parents on arrival. Children settle well and feel confident in the setting. Effective engagement with parents helps to develop children's progress both in the setting and at home. Staff working with babies are particularly attentive to their care needs hence they develop close relationships. This provides babies with a secure base to develop good communication skills, practise moving and handling and feel supported to interact with others. Staff give suitable focus to supporting children's transitions through the setting and then onto school.

Children's healthy lifestyles are well promoted. They learn about healthy diets as they eat fruit at snack time and can easily access drinking water throughout the day. In all weathers children, including babies, have regular access to fresh air and exercise as there is a large covered outdoor area and a large soft play room. All children are well supported to develop their independence during personal care routines, such as washing their hands after using the toilet. In particular, older children are able to visit the bathroom independently. Children are supported in their understanding of how to keep themselves safe, such as when staff clearly explain how to safely use the stairs to the bathroom. At present, staff are responsible for cleaning the play rooms. However, these arrangements are not fully effective as they rightly give priority to caring for the children, which leads to some floors, surfaces and equipment being unhygienic for children's use.

Staff are satisfactory role models in encouraging children to share and take turns. Overall, children play well either alongside one another or with each other. Younger children squeal with delight as they play together with flour and water. However, when older children do argue and squabble staff do not always affirm positive behaviour and support children to negotiate and solve problems without aggression.

The effectiveness of the leadership and management of the early years provision

The manager of Tudor Nursery has a clear vision for the setting and is fully supported by the registered provider to implement changes. The registered provider and manager of the setting work closely together to ensure the safeguarding, welfare and learning and development requirements of the Early Years Foundation Stage are met. Self-evaluation is a strong focus and is beginning to drive improvement; for example, systems for observation, assessment and planning of children's learning and development have been strengthened. The manager recognises that consistency in the quality of teaching and learning across the setting is as an area for improvement. A focussed improvement plan is in place to address this, although this has yet to be fully realised.

Systems are in place to enable the manager to support staff well and staff confirm this is the case. Guidance through bi-monthly supervision sessions ensure staff are enabled to work closely with children and parents. Annual appraisals are in place and the manager

has identified staff's training needs. There are effective procedures to ensure children are safeguarded and staff articulate a sound understanding of child protection procedures. The manager has a good understanding of how to monitor the progress of individuals and groups of children. New tracking systems are in place so that any differences can be quickly identified and support to address children's needs can be put in place. As a result, gaps are narrowing for those children identified as being in need of support. Staff have well established relationships with parents. They communicate effectively with them on a daily basis and through events, such as twice yearly 'parents evenings' and 'mother's day' celebrations. Staff exchange information with parents through daily diaries for babies and older children have reading books which they take home contributing well to supporting children's learning at home. Parents are complimentary about the nursery and the care their children receive. Parents say that they are well informed about their child's development and receive encouraging comments from staff. Staff work with a range of professional agencies, such as speech and language therapists and the local authority's Special Educational Needs Coordinator, to effectively support children's development and narrow any gap.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	205524
Local authority	Worcestershire
Inspection number	919940
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 0
Total number of places	9
Number of children on roll	0
Name of provider	Eastrealm Ltd
Date of previous inspection	26/11/2009
Telephone number	01527 61692

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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