

Tudor Hall Nursery

168 Birmingham Road, REDDITCH, Worcestershire, B97 6EN

Inspection date	20/02/2014
Previous inspection date	21/05/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children become critical thinkers and effective problem solvers as staff use good teaching techniques during their interaction with children.
- Children are happy, self-assured and enjoy coming to the nursery. This is because key persons build strong and supportive relationships with children and maintain regular and effective communication with their families.
- The nursery owners and their staff team have a clear and shared vision for improvement. Management of the setting is strong and this means that staff are aware of their roles and responsibilities and the day runs smoothly for the children.
- Staff demonstrate a good understanding of how to safeguard children and the steps to take should they have a child protection concern.

It is not yet outstanding because

- Opportunities to maximise children's learning potential and strengthen partnership working arrangements are not fully utilised. There is scope to provide greater encouragement and more opportunities for staff and parents to exchange their knowledge, skills and expertise.
- Staff do not benefit from regular visits to other early years provision. Consequently, opportunities are not fully exploited to share best practice with other professionals and build on knowledge and ideas gained through these experiences.

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 inspected conducted a tour of the premises.
- The inspector spoke with one of the nursery owners, the manager and staff at appropriate times throughout the day.
- The inspector interacted with children throughout the inspection.
- The inspection conducted a joint observation with the manager of a small group of two-year-old children engaged in spontaneous play.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector looked at documentation including a selection of children's records, learning and development information, and policies and procedures.
- The inspector took into account the views of parents gathered through discussion during the inspection and from written questionnaires sent out by the nursery.
- The inspector checked evidence of suitability and qualifications of the staff team, the provider's self-evaluation form and improvement plan.

Inspector

Carol Johnson

Full report

Information about the setting

Tudor Hall Nursery was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is run by Eastrealm Limited and operates from a large converted house situated close to Redditch town centre. Children have use of eight rooms including an indoor soft playroom and an enclosed outdoor play area.

The nursery is open each weekday from 7.30am until 6pm for 52 weeks of the year. There are currently 65 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. It also provides funded early education for two-, three- and four-year-old children.

The nursery employs nine members of childcare staff, including the manager. Of these, eight hold recognised early years qualifications to at least level 3. This includes one member of staff who holds Qualified Teacher Status and two staff members with foundation degrees. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- encourage staff and parents to share even more of their knowledge, skills and expertise in order to enhance partnership working and therefore, help maximise children's learning potential
- enhance the personal and professional development of staff by providing more time and opportunities for them to visit other early years provision and share best practice with other professionals.

Inspection judgements

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

The quality of teaching is good and children are progressing well. Children are keen to explore and investigate because staff provide a stimulating learning environment and clearly understand how children learn through play. Staff regularly observe the children in their care and routinely talk to parents and carers about what they see and hear. This information is then successfully used to assess children's progress and plan experiences

that reflect their individual needs, preferences and interests. Each child has their own learning and development record and this is shared with their parents. This record is known as the child's 'Learning Journey' and contains information about the child's progress, experiences and next steps in their learning. Staff provide ideas and advice for parents and carers as to how they can help their children learn and develop. Pre-school children regularly take home books to share with their families and parents are asked to send items in to support topics. Nonetheless, there is capacity to extend the already good partnership working arrangements that exist between staff and parents, for example, through staff delivering parent workshops. Also, more parents and extended family members could be invited to come into the nursery to share their skills. By doing so, more expertise and knowledge will be shared and this will help staff and parents to maximise children's learning potential.

Since the nursery was last inspected staff have reviewed and greatly improved the learning environment. Consequently, children have a more stimulating and comfortable learning environment and their enjoyment and learning potential is increased. There are now designated spaces in each of the rooms representing the seven areas of learning. Staff have created cosy spaces that invite children to rest and look at books and there is plenty of space for children to play. Child-height boards are fixed to some of the nursery walls and these enhance children's self-esteem and communication as they independently display some of their artwork. There were no children under the age of two years present during the inspection, however, staff describe many of the experiences that they offer for these children. For example, they explain how a comprehensive range of natural materials and everyday objects are invite children to explore using all of their senses. Messy play is a regular occurrence and children enjoy easy access to cause and effect toys and a wide range of musical instruments. Consequently, children are able to express their creativity and experiment with texture, sound, shape and colour. Staff successfully provide lots of experiences that prepare children for their future learning and the move to school. For example, pre-school children learn to measure and compare as they grow sunflower plants and hyacinth bulbs. Conveniently placed reference books inspire children to find out more about plants and what they need to successfully grow and thrive. Children learn to read and write for a purpose because staff make lots of reading and writing materials accessible to them. Also, staff have created a learning environment that is rich in words, numbers and letters.

On the whole, children are confident communicators. They are keen to talk to adults about things that interest them and know that their comments are welcomed. This is because staff show interest, respond and actively listen to what they have to say. Staff make language learning fun and help children become critical thinkers. Staff play around with words, sounds and sentences and some of the pre-school children enjoy telling and responding to simple jokes. Staff use a lively, animated voice, alongside gestures and facial expressions, when communicating with children. By doing so, children are provided with clues about what words mean and this approach is particularly useful for children who speak English as an additional language. Several staff have been trained in the government's 'Every Child a Talker ' programme; they work in close partnership with parents and other professionals to support children's speech, language and communication skills. Support strategies implemented by the nursery include the creation of a visual nursery timetable so children can see what is going to happen now and next.

Also staff use simple repetitive language, keep their sentences short and praise children's efforts and achievements. Consequently, children's skills in this respect are rapidly improving.

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

An effective key person system enables children to feel safe and secure within the nursery as they develop strong emotional attachments with staff and each other. Key persons successfully work alongside parents to help every child feel cared about, valued and respected. They discuss children's home routines, individual needs, progress and any areas requiring support. This enables staff to offer dependable and nurturing support for each child that reflects their needs and parental wishes. Furthermore, it shows parents that staff value information about the way in which their children behave and learn at home. The emotional well-being and progress of children moving to local schools is effectively supported. The nursery staff team works closely with school staff and exchange information, as appropriate, about children's welfare and progress, planned events and teaching methods. Furthermore, staff talk to children about what to expect when they move on and promote their independence and social skills.

Staff pay close attention to children's good health and hygiene needs. A cleaner is employed and all areas of the nursery are maintained to a good standard of hygiene. Staff follow good practice in relation to nappy changing and toys and equipment are regularly cleaned. All children enjoy regular fresh air and exercise outdoors. Furthermore, they are able to rest and sleep according to their individual needs. Parents provide food for mealtimes and staff work with them to ensure that children receive a healthy and nutritious diet. Dietary advice and suggestions are offered to parents; staff report that this advice has led to an increase in healthier items being placed in children's lunchboxes. Consequently, positive attitudes towards a healthy lifestyle are fostered. Children demonstrate independence skills appropriate to their age and stage of development. Pre-school children know when they need to wash their hands and staff provide them with good role models to follow. Tissues are readily accessible and two-year-olds help themselves as necessary and dispose of them, after use, hygienically in the bins provided. The nursery has a pet rabbit and staff talk to the children about why they need to wash their hands after touching it. Children do so readily and through helping to look after the rabbit learn to treat animals with care and respect. Children act sensibly and safely because staff regularly provide them with clear safety messages. For example, staff remind young children not to run inside and pre-school children know they must respect 'Stop!' signs displayed on some doors and cupboards.

Promoting children's positive behaviour is afforded a high priority. All staff have participated in some behaviour management training and a positive and consistent approach is adopted. Staff provide children with realistic behaviour expectations and children show by their actions that they know and understand these. For example, children are often kind and helpful and promptly assist staff with putting away toys and clearing up after activities. Staff caring for the two to three-year-old children cleverly use a

cuddly toy named 'Rainbow Ted' to demonstrate good behaviour. Children respond well to this strategy. For example, they sit nicely and listen to others as they follow the bear's good example. Pre-school children have created rules for their room and these are pictorially displayed to act as a reminder for all. Throughout the nursery there is a very happy and cooperative atmosphere and children are respectful of others. This is because staff set a good example and help children develop a sense of identity and an understanding of similarities and differences. For instance, pre-school children have painted self-portraits and this activity involved them using a mirror to closely observe their features. Younger children brought in photographs of some of the important people in their lives and these are used by staff to stimulate discussion and children's sense of belonging. Children's confidence and self-esteem is high and this is successfully nurtured through the positive encouragement they receive from the staff.

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

The nursery owners demonstrate a clear understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are effectively safeguarded. They are cared for by a vigilant staff team that have a secure understanding of the appropriate action to take should they have child protection concerns. Safeguarding is a regular topic of discussion between the owners, manager and staff team and this ensures that it is always at the forefront of their minds. The safeguarding policies, along with all of the nursery's policies and procedures, have recently been reviewed by management and changes discussed with staff. Consequently, practice is effective and procedures are known by all staff. Robust recruitment and vetting procedures ensure the suitability of all adults working in the nursery. Children play in a safe environment because risk assessment is thorough and any potential risks to their safety are effectively minimised. The nursery environment is secure, spacious and well-organised. Consequently, children can safely and freely access resources and make independent choices in their play.

The owners and staff team have a clear and shared vision for the future. They work collaboratively to self-evaluate and make improvements. All recommendations raised at the last inspection have been suitably addressed and standards have been considerably raised. Furthermore, local authority support is welcomed and effectively used to devise and monitor carefully considered action plans. Since the last inspection the premises have undergone major renovation, including new flooring in some areas and decoration throughout. These changes have created a very warm and welcoming environment for adults and children. Staff describe how neutral colours painted on the walls and cosy areas created in each room, have had a calming effect on the children. The manager successfully supports and monitors staff practice through regular observation, one-to-one meetings and the staff appraisal system. Planning and children's assessment records are routinely reviewed by management and this ensures that they are accurate and up-to-date. New staff undergo a thorough induction process and complete a probation period. More experienced staff members support the less experienced and the team works well together. All staff benefit from regular training opportunities and these are successfully

used to improve staff skills and knowledge. For example, staff describe how a recently attended course raised their awareness of local support mechanisms and effective ways to identify children's learning and development needs. Consequently, staff are better equipped to successfully support children's learning and emotional well-being. However, there is room to further raise standards and improve outcomes for children. For example, through providing more opportunities for staff to visit other early years provision and share best practice with other professionals.

Positive relationships exist between parents and staff. Parents speak highly of the nursery and the good level of support their children receive. They comment on the friendliness of staff and the many positive changes they have seen since the new manager's appointment. Two-way communication between parents and staff is good. Staff provide parents with daily verbal feedback and parents are regularly invited express their views and share what they know about their children. A wealth of useful information is available throughout the nursery to inform parents. For instance, displays of children's artwork alert parents to some of the experiences their children have taken part in. Also, there is an array of leaflets and general information in the nursery entrance foyer. This helps to alert parents to community events, local support mechanisms and the nursery's policies and procedures.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	950454
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	65
Name of provider	Eastrealm Ltd
Date of previous inspection	21/05/2013
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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