

# Tudor Hall Nursery

168 Birmingham Road, Redditch, Worcestershire, B97 6EN



<b>Inspection date</b>	13 June 2017
Previous inspection date	20 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- The organisation of the setting is poor. The provider has failed to ensure that a manager is appointed. Furthermore, there is no named deputy to take charge in the manager's absence.
- The provider's knowledge of safeguarding issues is weak. She is not alert to all possible signs that a child's welfare may be at risk or factors that may affect the suitability of those working directly with the children. This puts children at risk of harm.
- Children's good health is not promoted well enough. Staff do not always obtain written permission from parents prior to giving medication to their children.
- The quality of activities planned and staff's teaching interactions with the children are not consistently good enough. Children are not yet offered the greatest levels of challenge in their individual learning to promote their progress as well as possible.
- The arrangements for performance management are not used effectively enough. Staff are not provided with enough support to successfully fulfil all of their roles.
- The provider does not yet effectively oversee the progress children make, to ensure they all develop as well as possible.
- Self-evaluation is weak. The provider has been unable to identify and promptly address all weaknesses to achieve and maintain good standards.

### It has the following strengths

- Staff are caring and friendly and children are content and settled.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ ensure that a manager is appointed with appropriate qualifications and experience for the role	19/06/2017
■ ensure that there is a named deputy who is capable and qualified to take charge in the manager's absence	19/06/2017
■ improve knowledge of safeguarding issues, including possible signs that a child's welfare may be at risk, and factors that may affect the suitability of those working directly with the children	19/06/2017
■ obtain written permission from parents to give medication to their children prior to administration	19/06/2017
■ enhance the planning to offer children greater levels of challenge in their individual learning, to promote their progress as well as possible	01/09/2017
■ improve performance management and provide staff with more support, to successfully fulfil all of their roles, including teaching, to promote better outcomes for all children.	01/09/2017

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

- strengthen the methods used to monitor children's progress to ensure all children are developing as well as possible
- make better use of self-evaluation to identify and promptly address any weaknesses, to achieve and maintain good standards.

## **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the training deputy manager of the nursery.
- The inspector held a meeting with the nursery management team. She looked at relevant records and documentation.
- The inspector checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

## **Inspector**

Josephine Heath

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are not effective. The provision has recently been experiencing a time of staff change. The provider has failed to ensure that a manager is appointed with appropriate qualifications and experience for the role. Furthermore, there is no named deputy who is capable and qualified to take charge in the manager's absence. The provider's knowledge of safeguarding issues is not good enough. She is not alert to indicators that a child's welfare may be at risk. Furthermore, she has not fully considered all factors that may affect the suitability of those working directly with the children. This specifically refers to monitoring children's attendance and checking that staff are not disqualified by association with regards to those they live with. Children are not adequately protected from all types of harm. Staff are not supported well enough to fully succeed in their roles or improve their teaching practice. Although most staff are well qualified, the programme for their continuous professional development is not good enough. Children do not benefit from consistently high-quality learning experiences. The provider does not reflect carefully on the overall quality of the provision. She has failed to identify or take action to address weaknesses to further improve.

### **Quality of teaching, learning and assessment requires improvement**

The provider and staff do not yet have the highest expectations of children's learning. They do not always make the best use of what they know about children's learning to plan suitably challenging activities that help promote children's individual learning needs. Nevertheless, children, generally, enjoy attending and different aspects of their learning are promoted in some ways. For example, children are developing skills in imagination and creativity. Babies like using different props to engage in early pretend play. Toddlers enjoy making Father's Day cards. Pre-school children engage in small-world play with dinosaurs. Staff interact with them warmly, show them how resources can be used and talk to them about what they are doing. However, the provider does not effectively oversee the progress children are making. Some children are not making the progress they are capable of, particularly those who are keen to do more. Nevertheless, additional support is offered to children that require it, which helps begin to narrow any significant achievement gaps, albeit slowly.

### **Personal development, behaviour and welfare are inadequate**

Weaknesses within safeguarding practices mean children's welfare is not adequately promoted. Furthermore, not all documentation that helps to promote children's well-being is used effectively. Although staff always receive verbal permission from parents to give medication to their children, they do not always obtain the prior written permission that is required. Nevertheless, children's physical well-being is promoted well in some ways. Children learn about the benefits of living a healthy lifestyle. Staff encourage them to observe the effects on their body. Pre-school children enjoy playing outdoor physical games. Staff ensure children adopt good hygiene routines. They also provide healthy snacks and talk to children about the importance of eating well. Children learn to behave well. They adhere to the simple rules and boundaries that are set and can play well

together with support. Staff help them to learn about their similarities and differences. They encourage acceptance, tolerance and respect.

### **Outcomes for children require improvement**

Children do not yet progress as well as possible. They are not supported well enough to become highly successful learners. Nevertheless, children do acquire the basic skills they need to move on to school. Children are quite confident and independent. All children are developing skills in communication and language. Babies are beginning to use single words and babble in response to conversation. Toddlers can use simple sentences and repetitive language to expand their play or to get their needs met. Pre-school children listen to adults and follow instructions. They can express their views and ideas competently. All children are developing literacy skills. Babies enjoy looking at books with their teachers. Toddlers are beginning to experiment with drawing. Pre-school children can give meaning to the marks that they make, such as when painting.

## Setting details

<b>Unique reference number</b>	205524
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1087629
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Eastrealm Limited
<b>Registered person unique reference number</b>	RP908945
<b>Date of previous inspection</b>	20 February 2014
<b>Telephone number</b>	01527 61692

Tudor Hall Nursery registered in 1992. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 2 or 3. The nursery operates all year round. Sessions are available Monday to Friday from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides support for children who have special educational needs and/or disabilities.

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