

# Tender Years Day Nursery

46 Castle Lane, Solihull, West Midlands, B92 8DD

## Inspection date

07/11/2013

Previous inspection date

17/06/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- There is a strong focus on play and learning in the outdoor environment. All children explore the outdoor space with interest and excitement; this helps them to continue their learning outside as they develop new skills to support all areas of their learning.
- Children with special educational needs and/or disabilities are fully integrated into the setting and staff work closely with parents and other professionals to ensure that their individual needs are met.
- Children are happy and enjoy attending this welcoming nursery. They settle well and follow a familiar routine. This helps children to form secure attachments with staff and develop a sense of belonging.
- Managers and staff are actively involved in the identification of the strengths of the nursery and areas for further development. The views of parents and other professionals are also sought and well considered in improvement strategies.

### It is not yet outstanding because

- Some group activities in the pre-school room when children first arrive are not organised well enough to fully support and enhance learning for some younger and less able children.
- Younger children do not have regular opportunities to help them become familiar with their community.

## 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.

## Inspection activities

- The inspector observed children and staff engage in activities indoors and outside.
- The inspector spoke with the manager, deputy and staff at appropriate times throughout the day.
- The inspector spoke with children during the inspection.
- The inspector looked at documentation, including children's records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussions.
- The inspector looked at the self-evaluation form, children's assessment records, planning documentation, evidence of practitioners' suitability and a range of other records.

## Inspector

Kashma Patel

## Full report

### Information about the setting

Tender Years Day Nursery registered in 1990 on the Early Years Register. It is a privately owned nursery that operates from two converted shop premises in Olton, Solihull. The nursery provides for children from the local community and surrounding areas. The nursery is easily accessible via a ramp. Children are cared for in five playrooms. The ground and first floor are used for childcare purposes and the second floor provides offices and staff facilities. All children share access to an enclosed outdoor play area.

There are currently 127 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is open each weekday from 8am to 5.30pm for 51 weeks of the year.

There are 26 members of staff, of whom two hold an early years qualification at level 6, 21 hold early years qualifications at level 3 and there is one apprentice. Two staff have Qualified Teacher Status. The setting 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:

- enhance further the learning experiences of younger and less able children, with specific regard to reorganising the structure of group activities in the pre-school room, to provide greater levels of support for children during early morning sessions
- enhance younger children's good health and knowledge about their environment by providing opportunities for them to learn about their community through regular visits to places of interests, such as the library and local shops.

## Inspection judgements

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

Children make good progress in all areas of their learning and development as they access a wide range of activities and play opportunities, both inside and outside in the fresh air. Staff make effective use of the outdoor area to enable children to continue and extend their learning. This includes a forest area for children to explore, vegetable garden to support children's awareness of growing and caring for plants and a bamboo hut for story time. There is a canopy area, which provides shelter for children as they engage in outdoor activities and staff ensure children are able to access the outdoor clothing, such

as Wellington boots and umbrellas. This enables children to play and learn outside in all weathers. Staff have a good knowledge of children's developmental milestones and use appropriate guidance to help track individual children's development, in order to plan for their next stage in learning. Staff carry out regular observations on children to identify the next stage in their learning. Weekly planning covers a wide range of interesting activities, which are based on topics and include children's interests and ideas. This ensures that they gain a good range of skills, ready for when they start school. Staff complete the progress check at age two years with parents, which helps them to plan for the next stage in children's learning and to identify areas in which they may require further support.

Children develop their language and communication as they sing songs, listen to stories and take part in discussions. Staff help younger children develop their communication as they smile, talk and play with them. Children make their needs known as they point to objects of their choice. Younger children take part in a music activity where they learn about different sounds, such as 'bang' and 'pop', which extends their vocabulary. Staff provide opportunities for children to express themselves through messy play where they paint pictures of fireworks. Babies play with a wide range of equipment, such as activity centres and sensory toys, which supports their learning. They learn about textures as they explore flour and sugar when they make biscuits. The well-resourced outdoor play area enables children to develop a range of physical skills. Staff provide a wide range of wheeled toys, such as scooters and bikes, to help children develop skills in balance and coordination. Babies have their own enclosed area where they safely explore their surroundings and develop skills as they learn to crawl, stand up and walk. Staff provide good support for children who speak English as a second language. They collect and make use of familiar words in their home language, which helps children develop their communication and language skills. Staff work exceptionally well to support children with special educational needs/and or disabilities. They provide one-to-one support throughout the session for individual children to ensure they make good progress in their learning. Staff talk to parents about activities, such as those to help children learn about phonics and numbers, in order for them to support and extend their children's learning at home. Such activities and learning opportunities also support children in developing the skills they will need for when they move onto nursery or school.

Staff use good methods to help children learn and make progress. For example, they use open-ended questions, demonstrations and explanation to ensure children make good progress in their learning. For example, a member of staff shows children an example of a paint activity of different types of fireworks to give children ideas to explore further. Overall, staff plan well for all children and take into consideration their interests. However, in the pre-school room, some early morning group activities, such as registration and story time, are not planned well enough to provide enough levels of support for some younger children to enhance their learning. This means that some younger and less able children are not fully engaged in large group activities. Staff provide regular opportunities for pre-school children to become familiar with their community, through visits and walks to local shops. While younger children enjoy the fresh air in the garden to support their good health, they do not have as many opportunities to learn about their environment. Therefore, there is scope for staff to develop opportunities for younger children to gain more awareness of their community.

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

Children develop warm and positive relationships with staff and each other, which supports their security. The key person ensures they collect information from parents about children's interests, care routines and comfort items to help children settle well into the nursery. Staff hold babies close to them while they feed them, which further supports their security. Effective procedures are in place to support transition between the rooms. For example, children visit the new areas with staff who also move up with them, which helps to support and reassure children as they settle.

The nursery provides a range of fresh healthy meals and snacks, such as fresh fruit and toast, which meets children's individual dietary requirements. Main meals are transported in for older children and staff prepare some meals for babies, which ensure their weaning and dietary requirements are well met. Children enjoy mealtimes where they chat to each other and with staff about their experiences. Younger children demonstrate their growing independence as they learn to feed themselves with appropriate cutlery. Children attend to themselves well, as they use the toilet and wash their hands before they have food. Younger children use a step to access the wash hand basin, which supports their independence. Children are well behaved due to staff's consistent praise and encouragement. They play well together as they share and take turns with toys. As a result, children learn to consider each other's feelings and needs. Children have access to a good range of toys, equipment and furniture, both inside and outside in the fresh air, which supports a healthy lifestyle.

Resources are stored at children's level to enable them to make choices and extend their learning in different areas. Children tidy away toys, which provides them with enough space to play safely in their rooms. Older children carefully use the stairs to access the garden during the day, which helps them take responsibility for their own safety. Staff provide photographs of local schools to help children become familiar with the new environment, which prepares them for a smooth transition to other settings. This is further supported through discussions and activities about going to school.

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

Children's welfare is protected because staff have a good understanding of safeguarding procedures and regularly attend training to update their knowledge. A detailed policy is in place to ensure all staff are aware of their responsibilities to ensure children are safe from harm. The manager and staff have a good knowledge of child protection referral procedures and of the known indicators of abuse. Visitors sign into the visitor record and information is displayed about the use of mobile telephones in the nursery, which further safeguards children and meets the requirements of the Early Years Foundation Stage. Staff carry out daily checks to help minimise potential hazards, both inside and outside. Risk assessments are fully effective and ensure that all areas of the nursery used by children are safe, secure and suitable. Closed circuit television and safety equipment, such as socket covers and extending gates, helps children to explore and play safely in the nursery.

Daily verbal and written feedback keeps parents well informed of their children's progress. Younger children have daily sheets where staff record their care needs and the activities children take part in. Parents receive a wide range of information through the notice board, website and regular newsletters, which provide information about future topics. This encourages parents to be more involved in their children's learning. All parents speak highly of the nursery and staff, they receive good support and children thoroughly enjoy their time in the nursery. Parents' comment that children often ask about the nursery when they have left to go to school. Staff forward transfer documents to other settings children attend, which provides information about children's progress. Staff extend and complement the progress children make in other settings as they gain information from both children and parents about their learning, which they then use in their own planning.

Staff have a good understanding of the learning and development requirements and receive regular support from the local early years team to monitor the implementation of these. Regular staff meetings, supervisions and appraisals support staff's professional development. For example, all staff are trained in safeguarding and receive training from the Specialist Inclusion Support Service, who work both at the nursery and at home, to provide support and consistency for children. The nursery has effective systems to ensure all staff have the relevant skills and experience to care for children. This includes robust procedures for recruitment, vetting and assessing the suitability of staff.

An effective system is in place to reflect on practice within the nursery and to promote continuous improvement. Improvements are designed to benefit children and their families, for example, plans are in place for an online system to help track children's learning and development, which parents will be able to access. This means that parents will be able to access children's learning at their convenience and make comments to support their development. This will also strengthen the already good partnership working arrangements in place. Staff meet on a regular basis to discuss planning and children's individual needs, which helps them to continue their good progress in learning. Discussions with parents and regular questionnaires help to collect their views to support continuous improvement. For example, a parental request for more information about their children's progress has been met through nursery link, which provides photographs and information about children's progress. Regular observations and discussions with children help staff to support and extend children's interests, which ensures their views are incorporated in the process of self-evaluation.

## 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

<b>Unique reference number</b>	250132
<b>Local authority</b>	Solihull
<b>Inspection number</b>	909147
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	66
<b>Number of children on roll</b>	127
<b>Name of provider</b>	Tender Years Day Nursery Ltd
<b>Date of previous inspection</b>	17/06/2010
<b>Telephone number</b>	0121 706 5619

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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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