

Tiger Lily Day Nursery

25 Lutley Lane, Hayley Green, Halesowen, West Midlands, B63 1EH



Inspection date

27 March 2015

Previous inspection date

13 June 2011

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

Summary of key findings for parents

This provision is good

- Staff plan a range of activities that are well matched to the development needs and interests of children. Experiences cover all seven areas of learning. Therefore, children's development overall is good, with older children making outstanding progress.
- Staff adapt their teaching to support the range of children who attend. Children with special educational needs and/or disabilities and children who speak English as an additional language are supported well by staff. Therefore, all children make at least good progress from their starting points.
- Children's good behaviour is promoted well throughout the nursery. Staff in pre-school have developed behaviour rules with children. This enables them to take responsibility for their own behaviour and remind their peers of what is expected of them.
- Partnerships with parents are good. Parents comment they are 'fully informed about their child's learning' and their 'child's care needs are met exceptionally well'. Staff inform parents of their next steps in learning, which enables them to support their child's learning at home.
- All staff are well qualified and new staff receive a detailed induction. Staff know the policies and procedures of the setting in great detail. Staff have a good knowledge of child development, which they use to deliver age-appropriate activities.

It is not yet outstanding because:

- The current layout of the Kingfisher room means it is not stimulating enough to continually promote children's interest and extend their concentration skills.
- Some of the staff working with babies do not always extend children's play and exploration enough to encourage children to solve problems.

What the setting needs to do to improve further

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

- enhance the learning environment for children aged two in the Kingfisher room, for example, by developing more defined learning areas within the environment that are inviting and stimulate children's curiosity
- develop babies' problem-solving skills and encourage them to keep on trying, for example, by offering suggestions and providing a verbal commentary as they play and explore.

Inspection activities

- The inspector observed activities in the baby rooms, toddler room, pre-school room and the outdoor areas. This inspector also viewed all areas of nursery that may be used for the care of children.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at a sample of children's records and planning documentation.
- The inspector held discussions with the managers and deputy manager.
- The inspector checked evidence of the suitability of staff, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector took into account of the view of parents spoken to on the day of the inspection.

Inspector

Scott Oliver Thomas

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching overall is good. Teaching in the pre-school room is outstanding. The rooms have been set up into learning areas and all children have access to a wide range of toys and resources that help them develop independence. The baby rooms and pre-school room are stimulating and provide rich learning opportunities that engage children well in their play. However, organisation of the toddler room is not as well considered and means children sometimes run around and are not focused on learning. Babies' development is promoted well through a range of sensory opportunities. They explore paint and investigate a range of natural resources. However, some staff do not always further encourage their play and learning. When babies encounter challenges in their play some staff do not further encourage them to try again or adapt their ideas through verbal prompts. Therefore, babies' play and exploration are not always promoted to their full extent. Older children are taught the skills they need for school. They learn how to sit and listen; only speaking when it is their turn.

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

The environment is safe and welcoming. Children have positive relationships with their key person, formed during smooth transitions through the setting. Younger children benefit from cuddles when they need reassurance; this promotes their emotional well-being. Older children's self-esteem is promoted superbly. Their good behaviour and achievements are rewarded through a sticker-chart system. Children benefit from the extensive grounds of the nursery and the range of outdoor play equipment. This enables them to develop good physical skills and get regular fresh air and exercise. Staff have completed training in health, nutrition and exercise. They have used this knowledge to provide healthy and nutritious meals to children, such as roast chicken with potatoes and vegetables. Since the last inspection the nursery has developed better links with the community to enhance children's learning. They make the most of the local amenities, such as visiting the local park to develop children's risk-taking skills, using large equipment. Staff plan activities around different celebrations that are meaningful to the children who attend. This enables children to develop their understanding of the wider world.

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

The management team has a secure knowledge of children's learning and development and how to keep children safe. They implement risk assessments and ensure the premises are secure and suitable. Staff have received child protection training and they know how to protect children from possible abuse or neglect. Monitoring of all children's progress is robust. Managers are able to swiftly identify those children who are not making the expected progress and work with parents and agencies to close gaps in children's learning. Performance management is effective at identifying strengths in staff practice and tackling weaknesses. Self-evaluation is accurate. Managers know the strengths of the nursery and have used the views of others to set targets for improvement.

Setting details

Unique reference number	EY415656
Local authority	Dudley
Inspection number	851637
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	107
Name of provider	Lutley Care Limited
Date of previous inspection	13 June 2011
Telephone number	0121 550 2224

Tiger Lily Day Nursery was registered in 2010. The nursery employs 15 members of childcare staff. All hold appropriate early years qualifications at level 3 and above, including one with an early years degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery cares for children with special educational needs and/or disabilities.

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