

Tangent House Day Nursery



Tangent House, 640 Melton Road, Thurmaston, Leicester, Leicestershire, LE4 8BB

Inspection date	24 May 2016
Previous inspection date	14 December 2012

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of changes of manager at the nursery.
- The quality of teaching is variable. Practitioners do not always make effective use of their observations and assessments of children's development to plan suitably challenging activities that help move children on in their learning.
- Staff do not give children in the toddler room enough opportunities to build as fully as possible on their speaking skills. This is particularly so for children who speak English as an additional language.
- Staff have not established a successful two-way flow of information with other early years providers to help promote continuity in children's care and learning when they attend more than one setting.
- The manager does not yet consistently monitor and compare the progress made by different groups of children, to help her quickly identify and narrow any gaps in their learning.
- The quality of teaching is not consistently monitored to identify where improvement can be made, in order to raise the levels of children's achievement.

It has the following strengths

- Children behave well. Staff manage children's behaviour effectively and keep clear, consistent boundaries. They are positive role models and interact with children well.
- Staff establish positive and trusting partnerships with parents. Frequent, written and verbal communication help staff to maintain continuity of care for children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- use accurate assessments of what children know and can do, their interests and learning styles to plan challenging and enjoyable activities that help them make consistently good progress in their learning. 28/06/2016

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

- establish a more consistent two-way flow of information about care and learning with other early years setting children may attend, to promote better continuity for children who attend more than one setting
- track and compare the progress of different groups of children more effectively, so that any specific interventions needed are more quickly identified and addressed
- extend procedures for monitoring and improving the quality of teaching to check that all children are suitably challenged and make as much progress as they can
- give toddlers, particularly those who are learning to speak English as an additional language, more opportunities to build as fully as possible on their speaking skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried two joint observations with the manager.
- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector looked at children's records, the planning documentation, evidence of the suitability of staff working in the nursery and a variety of policies and procedures.
- The inspection was carried out following the risk assessment process when concerns were raised about the provision.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider and manager are developing a generally accurate overview of the nursery at this time. They demonstrate a positive desire to improve the overall quality of teaching and the achievement of all children. Arrangements for safeguarding are effective. Staff know how to recognise the different areas of abuse and the procedures to follow should they have concerns about children. The provider did not notify Ofsted of a new manager starting or a previous manager leaving the setting, in a timely manner. However, the provider did ensure that suitability checks were completed and that children were not put at risk by this breach of requirements. Recruitment procedures are followed appropriately to ensure all those working with children have their suitability checked.

Quality of teaching, learning and assessment requires improvement

Observations and assessments are completed on a regular basis. This helps staff build a picture of how children learn and of what needs to be done next. However, some staff are not using this information to plan challenging activities that build on the next steps in children's learning. As a result, not all children are making consistently good progress. Most practitioners interact well with children and offer ideas to help them learn. Babies are challenged to use their growing speaking skills to make requests. However, teaching is less effective in the toddler room. Staff in this room do not plan effectively enough to support children who speak English as an additional language to build on their English speaking skills. Children use their imagination well. They pretend the shaving foam is an island. Pre-school children love to draw, paint and explore messy play.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that children are not consistently making the best progress they could. However, children's well-being and personal development is supported reasonably well overall. Children are confident and beginning to display a positive sense of belonging. They are greeted by name and begin to show they understand routines. Younger children know to sit at the table for lunch and to wash their hands beforehand. Staff complete daily checks on areas of the premises children use before they arrive and at the end of the day. This helps to create a safe environment. Staff teach children to take care as they use a range of tools or climb small apparatus. They learn about good hygiene practices, enjoy healthy snacks and participate in a variety of physical activities indoors and outdoors.

Outcomes for children require improvement

Teaching is not consistently good enough to ensure that all children make good progress in their learning. However, children are acquiring some skills to prepare them in readiness for the move on to school. They show good levels of independence. Pre-school children take care of their own needs, such as using the bathroom unaided. They learn to change their clothes ready for physical activity sessions. Children relate well to staff and are confident in the nursery. They separate happily from their parents on arrival.

Setting details

Unique reference number	EY267618
Local authority	Leicestershire
Inspection number	1051806
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	70
Number of children on roll	79
Name of registered person	Roundhill Limited
Registered person unique reference number	RP521598
Date of previous inspection	14 December 2012
Telephone number	0116 2640333

Tangent House Day Nursery was registered in 2003. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or 3. One member of staff has a degree in early years. 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 supports children who have special educational needs or disability. It also supports children who speak English as an additional language.

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