

Tiger Lily Day Nursery

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



Inspection date

11 April 2017

Previous inspection date

27 March 2015

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:

- Arrangements are not in place to ensure the required progress check for children aged between two and three years is completed.
- Leaders do not check the progress of children within the nursery and so have not identified where more help and support is required to close gaps in children's learning. Some children's level of attainment is not what is expected for their age and stage of development.
- The quality of teaching is variable within the nursery. Staff supervisions are not sufficiently focused on raising the quality of teaching to become consistently good.
- Parents are not provided with enough information about their children's learning and development in the nursery to enable them to continue their children's learning at home.

It has the following strengths

- Children enjoy and benefit from regular opportunities to play outdoors, where staff help them to develop their physical skills and be active.
- Staff support children to learn about healthy lifestyles. For example, they provide healthy meals and snacks for children and provide plenty of opportunities to play outdoors.
- Staff are kind and caring and develop close bonds with their key 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
■ ensure the required progress check for children aged between two and three years is carried out and provide parents with a short written summary of their child's development in the prime areas	10/05/2017
■ monitor the progress of children to identify any gaps in learning and to arrange appropriate support if necessary.	10/05/2017

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

- support staff to build on their teaching skills and help raise the standard to a consistently good level throughout the nursery
- provide enough information to help parents to continue their children's learning at home.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector held meetings with the deputy manager. She spoke to staff and children at appropriate times during the inspection.
- The inspector looked at a range of documentation, such as children's learning journals and accident and attendance records. She discussed the nursery's self-evaluation with the deputy manager.
- The inspector checked evidence of staff's suitability, qualifications and training.
- The inspector spoke to a selection of parents during the inspection and took account of their views

Inspector

Karen Laycock

Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has not ensured that staff are aware of the requirement to carry out the progress check for children aged between two and three years. The manager carries out staff supervision meetings. However, these arrangements are not effective enough to address weaknesses in staff practice and ensure that all children benefit from a consistently good level of teaching. The manager does not monitor children's progress so they receive appropriate experiences to support their individual learning and development needs. She does not ensure that intervention is sought where gaps in learning are identified. Information about children's learning and development is not shared effectively with parents to enable them to continue their children's learning at home. Safeguarding is effective. Leaders and staff have a good knowledge of the potential signs of abuse. They know when and where to refer any child protection concerns they may have about a child. Robust recruitment procedures help to ensure that all staff are suitable to work with children.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. For example, during group story time in the pre-school room, staff do not provide opportunities for children to offer suggestions and opinions. Children try to discuss the characters and the story afterwards but are told to get ready for outside play. Some staff do not plan activities and experiences to match the needs of the children, which results in them becoming bored. For example, outdoors children are not interested in the resources provided. They wander without engaging, disrupting other's play. In contrast, children do benefit from good teaching from some members of staff within the nursery. Staff working with babies have a good understanding of child development. They organise their environment effectively to assist children with their developing mobility. Staff working with children in the toddler room engage them well through effective interactions. Children giggle and laugh out loud, fully engaged and motivated as they sing nursery rhymes. Staff use the children's love of books to help promote their language skills.

Personal development, behaviour and welfare require improvement

Weaknesses in leadership and management mean staff do not always support children to have confidence in their own abilities. For example, a child draws a circle in the sand, saying this is his mummy. Without discussion a member of staff rubs his work out and draws a square, asking the child to name the shape. Children behave well. Staff encourage children to be polite and use good manners.

Outcomes for children require improvement

Not all children make good progress. They do, however, steadily develop some skills needed for their move on to school. Babies learn to feed themselves and older children put on their own coats and shoes. Children are learning to count and recognise numbers.

Setting details

Unique reference number	EY415656
Local authority	Dudley
Inspection number	1094503
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	60
Number of children on roll	105
Name of registered person	Lutley Care Limited
Registered person unique reference number	RP904194
Date of previous inspection	27 March 2015
Telephone number	0121 550 2224

Tiger Lily Day Nursery was registered in 2010. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 up to level 5. 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.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

