

Tudor Hall Nursery

168 Birmingham Road, Redditch, Worcestershire, B97 6EN



Inspection date

31 October 2017

Previous inspection date

13 June 2017

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

Summary of key findings for parents

This provision is good

- Good progress has been made since the last inspection. The new manager and deputy have addressed all the previous actions very well to improve the nursery.
- The quality of teaching is consistently good. Staff provide a varied range of experiences indoors and outdoors, to capture children's curiosity and motivate them to learn.
- Staff know the children well and place a clear priority on promoting children's personal, social and emotional development. Staff in the baby room are extremely attentive to the needs of the babies and plan well for their individual learning needs.
- Staff use an effective range of strategies to encourage children to speak and communicate. They place a strong focus on children developing good levels of cooperation and respect for others.
- Staff have close working relationships with parents and keep them up to date about their children's learning. Parents receive detailed information about their children's progress and how they can support their learning at home.

It is not yet outstanding because:

- The recently introduced systems to monitor and coach staff are not fully embedded to help raise the quality of teaching and use of resources even further.
- Staff in the toddler room do not meticulously use the information gained from children's assessments to plan highly challenging activities that help children make the best possible progress.

What the setting needs to do to improve further

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

- extend the systems in place for monitoring and coaching staff to help raise the quality of teaching and the use of resources to an exceptional level
- make even better use of the information gained from children's assessment in the toddler room, to plan highly challenging activities that help children to make high rates of progress.

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 out a joint observation with the manager.
- The inspector held a meeting with the manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at the nursery during the inspection.
- The inspector looked at feedback from parent's surveys and spoke to parents during the inspection and took account of their views.

Inspector

Parm Sansoyer

Inspection findings

Effectiveness of the leadership and management is good

The newly appointed manager and deputy are well qualified and experienced. All staff have benefited from training opportunities and the quality of teaching and learning is good. Self-evaluation is used well and there are effective systems in place to consult with staff, parents and children. There are clear action plans in place to help develop the service even further. Arrangements for safeguarding are effective. All staff, including the two nominated staff who lead on safeguarding, are trained in child protection issues. Staff know the procedure to follow if they have a concern about a child suffering abuse or neglect. Rigorous recruitment, vetting and induction procedures are followed to ensure staff are suitable. Their ongoing suitability is checked at every staff supervision meeting.

Quality of teaching, learning and assessment is good

Staff place a good focus on using the children's interests and changes in the natural environment to motivate children to learn. For example, staff build on the children's interest in cats and rabbits, choosing books with these animals in them to capture their imagination. They make available many natural resources, such as leaves, acorns and fir cones, to encourage children to talk about seasonal changes. Children learn about the cold weather, warm clothing and about the darker nights. Staff place a clear priority on promoting children's language skills during their interactions. For instance, during a game of hide and seek, staff introduce words, such as 'behind', 'on' and 'under'. Staff in the baby room entice babies well to communicate. For example, staff use their voice, eye contact, facial expressions and touch to encourage babies to engage.

Personal development, behaviour and welfare are good

Staff know the children, understand their family circumstances and meet children's emotional needs well. Staff in the baby room organise the room effectively to help babies freely explore the environment and babies have very close relationships with staff. Staff place a good focus on teaching children about safety. For example, children learn how to use tools, such as drills, safely. They learn about dangers in the home and when using fireworks. Staff teach children about making healthy choices from their lunchboxes and the benefits of eating fresh fruits and vegetables. Children learn that too much sugar is bad for their health and about the importance of cleaning their teeth.

Outcomes for children are good

Children make good progress from their starting points and are well prepared for their next stage of learning. Children thoroughly enjoy being physically active, such as indoors in the soft-play area and outdoors in the fresh air. Children show a real fascination with insects and animals. For example, children make an 'insect soup' using water, soil, leaves and plastic insects. Children show a keen interest in making marks. For example, babies thoroughly enjoy using their fingers and cars to make marks in chocolate mousse. Older children use a range of writing materials as they play. Children show a real fondness for singing and books and begin to show an interest in colour and counting as they play.

Setting details

Unique reference number	205524
Local authority	Worcestershire
Inspection number	1101397
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	65
Number of children on roll	8
Name of registered person	Eastrealm Limited
Registered person unique reference number	RP908945
Date of previous inspection	13 June 2017
Telephone number	01527 61692

Tudor Hall Nursery registered in 1989. The nursery is open Monday to Friday, from 7.30am to 6pm, throughout the year except for bank holidays. The nursery employs six members of staff; of these, one holds an appropriate early years qualification at level 4 and five at level 3.

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