

# Tudor House Day Nursery @ Altom

22-24 Altom Street, Blackburn BB1 7ER



## Inspection date

30 January 2019

Previous inspection date

Not applicable

## The quality and standards of the early years provision

### This inspection:

**Good**

**2**

Previous inspection:

Not applicable

Effectiveness of 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

- Overall, staff teaching is good. Some of the teaching is better than good, particularly in the pre-school room. Staff use a range of teaching skills to help children make good progress. They know when to step in and support children's learning and when to let them explore and investigate on their own.
- The manager leads her staff well. She supports their individual professional development effectively through training and mentoring new staff, to continually improve the quality of teaching.
- The dedicated management team has a clear vision for the further development of the nursery. This fosters a sense of pride and enthusiasm that permeates throughout the nursery.
- Staff working with babies are attentive to their individual needs. Babies respond well and are quickly soothed when they become upset.
- Managers and staff work closely with other professionals involved in children's care. This helps to provide effective support for children with special educational needs and/or disabilities and contributes to all children being ready for the move to school.
- Although staff provide good narratives during group play and ask some relevant questions, they do not always give children time to think and respond to the questions asked.
- Sometimes, staff do not make the most of all opportunities that arise to focus on the children's identified next steps in learning.

## **What the setting needs to do to improve further**

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

- provide even more opportunities during group activities for children to think and formulate answers when asking questions
- refine teaching to focus even more precisely on what children need to learn next, to help them make the best possible progress in their learning and development.

### **Inspection activities**

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed the provider's self-evaluation processes, looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke with children and staff during the inspection and held meetings with the management team.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

#### **Inspector**

Linda Shore

## Inspection findings

### Effectiveness of leadership and management is good

The manager is determined to provide children with the highest quality care and learning. She implements effective supervision of staff to help improve their knowledge and teaching skills. The manager monitors the progress of individual and groups of children. This helps her to identify areas where teaching needs to be focused to ensure that outcomes for all children are at least good. Safeguarding is effective. The manager ensures staff have a good understanding of their roles and responsibilities in keeping children safe, including from extreme views or behaviour. They know how to recognise the signs that a child may be subject to abuse and how to report any concerns they have about a child's welfare. Staff work in close partnership with parents, who are highly complimentary about the nursery and the support they receive to enhance children's development at home.

### Quality of teaching, learning and assessment is good

Staff are well qualified and understand how children learn. They regularly record observations of children's learning and accurately assess their progress. This information is used effectively to provide a wide range of activities that successfully engage children's interest and that they thoroughly enjoy. Teaching is strong and, overall, staff support children well to develop their critical thinking skills. For example, older children are encouraged to think about what will happen to the scales as they add more rice. They use scoops to fill beakers and measuring cylinders and work out how much more they can fit in. Children gain a good understanding of the world around them. Staff encourage them to consider the weather conditions and why they need to wear coats and hats in the snow. Babies enjoy being creative as they use spaghetti for painting.

### Personal development, behaviour and welfare are good

Children enjoy meals and snacks that include a variety of fresh fruit and vegetables. Staff talk to them about the benefits of healthy eating and older children are learning about the importance of good hygiene routines. Children have daily opportunities for outdoor play in the nearby playground and staff talk to them about road safety before they set off. This all contributes highly effectively to children's understanding of how to lead a healthy lifestyle and keep themselves safe. Staff remind children daily of the ground rules, for example using 'walking feet' and 'kind hands' to help them understand what is expected of them. Children behave very well. Their well-being and self-esteem are promoted well. Staff are good role models, treating all children with great respect. They provide a calm, supportive narrative as they change babies' clothes after water play and praise them for their help and cooperation.

### Outcomes for children are good

All children make good progress from their different starting points. Children develop important skills that help prepare them for future learning, including school. For example, they gain confidence communicating and learning in larger groups. Children are curious and inquisitive learners and learn to play imaginatively.

## Setting details

<b>Unique reference number</b>	EY543728
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10090138
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Synergy Day Care Ltd
<b>Registered person unique reference number</b>	RP533943
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01254 485531

Tudor House Day Nursery @ Altom registered in 2017. The nursery employs 16 members of childcare staff, all of whom hold appropriate early years qualifications from level 3 to level 6. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

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