

Tudor Hall Nursery

168 Birmingham Road, Redditch, Worcestershire B97 6EN



Inspection date

23 May 2019

Previous inspection date

7 December 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The provider, new manager and staff have worked hard to improve the quality of the provision. The manager has supported staff well to successfully address the actions set at the last inspection in order to improve outcomes for children. The provider has taken positive steps to gain a secure understanding of her legal responsibilities.
- Staff provide children with a varied learning environment that motivates them to play and to make new discoveries. Babies concentrate as they explore a range of sensory experiences and enjoy the feel of sand on their feet. Two-year-old children test out their ideas as they investigate the properties of materials, for example rolling tubes and seeing if objects will float in water.
- Children make good progress and gain a secure foundation in their learning. They develop a good range of useful skills that prepare them well for their eventual move to school.
- Staff help children to develop their physical skills. Younger babies enjoy opportunities to kick their arms and legs freely. They are motivated to roll over to grasp balls that staff roll towards them. Staff support them well as they strengthen their back muscles in a sitting position. Older babies eagerly practise their walking and negotiate obstacles.
- Staff make good use of everyday routines to help children gain confidence in their own abilities and develop good levels of independence. Children learn to manage their personal needs and babies experiment with drinking out of unlidded cups.
- The manager has introduced effective systems to monitor the quality of staff practice and children's learning. However, this now needs to be fully embedded to maintain and raise the quality of teaching and learning to the highest level.
- Staff monitor children's achievements effectively. However, some staff do not consistently make the best use of children's assessment information to precisely identify ways to challenge children's learning fully.

What the setting needs to do to improve further

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

- continue to monitor the quality of teaching even more closely to identify how practice can be further improved to achieve the highest level of learning experiences for all children
- make the best use of children's assessment information to precisely identify ways to challenge children's learning fully.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector carried out joint observations with the manager.

Inspector

Anne Clift

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider, manager and staff know current guidelines well. They understand their responsibility to protect children and how to act on any concerns about a child's welfare. Staff make careful risk assessments to ensure that children can play safely. Effective procedures are in place to allow staff and children to evacuate the premises in the event of a fire. The provider ensures that all fire exits are accessible. She has worked closely with the manager to provide staff with effective opportunities to develop their professional skills. Recent training has helped staff to improve their skills and knowledge. This has helped to improve outcomes for children. The manager has worked closely with staff in the pre-school room to review and improve the planning for children's learning. She seeks the views of parents and staff to identify further ways to improve the provision for children. Partnerships with parents are strong. Staff keep them well informed about the progress their children make and support their learning at home.

Quality of teaching, learning and assessment is good

Staff support children's development well overall. They know children well and plan effectively to accommodate their individual interests. Staff work closely with parents of new children to establish their achievements and plan successfully for their learning from the onset. They skilfully help children to gain good communication skills. Staff carefully adjust their use of language to support children at different stages of development. Younger babies respond with pleasure to the sounds that staff make and copy these. Older babies and two-year-old children listen to music and join in with actions. They experiment with new words and combine these to form short sentences.

Personal development, behaviour and welfare are good

Staff help children to develop their sense of responsibility. Children learn about what is expected from them, such as looking after resources and helping to tidy up. Staff are positive role models and effectively help children learn to manage their feelings and behaviour. They are nurturing and attentive, and children form close bonds with them. Children who are new to the setting settle quickly. Children develop good social skills. They develop an understanding of friendships and invite other children to join them in their play. Staff provide children with a good range of experiences that help them to gain an awareness of the wider world. This includes finding out about the different ways that people celebrate and trying food from different cultures.

Outcomes for children are good

Children concentrate well on activities that interest them. They carefully fill containers with water and use mathematical language to show how the volumes change. They enjoy counting bubbles and learn about simple calculations, such as one more. Children enjoy practising their early writing and use paintbrushes to make marks with water. They benefit from opportunities to recreate familiar roles and experiences and to explore their creative ideas.

Setting details

Unique reference number	205524
Local authority	Worcestershire
Inspection number	10090543
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	65
Number of children on roll	6
Name of registered person	Eastrealm Limited
Registered person unique reference number	RP908945
Date of previous inspection	7 December 2018
Telephone number	01527 61692

Tudor Hall Nursery registered in 1989. It is open Monday to Friday from 7.30am to 6pm, throughout the year, except for bank holidays. The nursery employs six members of staff, all of whom have appropriate early years qualifications from level 3 to level 6.

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