

Inspection of Strong Tower Nursery

Methodist Church, Mount Pleasant Road, LUTON LU3 2RR

Inspection date: 17 January 2020

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

The nursery offers an array of activities to reflect children's interests and develop their learning across all areas. Adults play alongside children in role-play games, such as 'doctors', to extend their vocabulary, knowledge and social skills. Children feel safe and confident to ask adults in the nursery for help. Children demonstrate their knowledge of what has been taught as they recall impressive new vocabulary, such as 'cavities' and 'oxygen', after activities relating to the dentist. Parents are pleasantly surprised when their child talks to them about healthy foods, following these activities at nursery.

Children who speak English as an additional language are supported with picture cards, signing and adult role modelling. Children and parents who speak English as an additional language benefit from staff at the setting who speak to them initially in their home language. This puts new families at ease and establishes trusting relationships between staff and parents. Adults have high expectations for every child to try new things, answer questions and complete tasks for themselves. Children are reminded of the expectation to use 'kind words', 'kind feet' and to take turns.

What does the early years setting do well and what does it need to do better?

- The manager and her team share the values of hard work, and have a great interest in working with children. They work tirelessly to provide a curriculum that reflects the needs and interests of each child. Adults feel well supported and extremely happy to be a part of their close-knit team.
- The manager recently recognised the need for children in the local community to access dental services. She swiftly reacted to this information by contacting an outside company who provided training and teaching resources. Since then, children have learned the importance of regular teeth brushing and have cut back on sugary foods and drinks. The manager also encouraged parents to register with a dentist to ensure that children's good oral health and hygiene are maintained.
- Children's efforts and achievements are consistently celebrated by adults through praise, promoting their self-esteem. Adults help children to understand their feelings. When children become upset, adults hug them and listen to their different explanations for their emotions.
- Children are given sufficient time to answer questions, and they relate stories to their own experiences. This promotes their critical thinking. For example, during 'The Very Hungry Caterpillar' story, children eagerly call out the repeated phrase together, 'But he was still hungry!'
- Drawing and writing materials, such as boards and pens, are available indoors and outdoors to develop children's early writing skills. Children enjoy writing

their name and numbers, and drawing shapes with encouragement from adults.

- Children listen intently to what is being taught most of the time. However, some group activities last longer than is appropriate for the ages of the children present. Some children become disengaged during these times.
- Adults use assessment tools effectively to pinpoint children's starting levels of development and track them as they make progress. Adults are trained to identify when there is a need to access outside advice and support for individual children. The manager has strong links with the local authority and other agencies to ensure children receive the right support. She works with other professionals to make sure that children with English as an additional language and special educational needs and/or disabilities make good progress.
- Parents feel well informed about children's learning and are happy with their rates of progress. The nursery's curriculum and policies are made available in other languages for parents who may not speak English as a first language to ensure they are equally well informed about their child's development.

Safeguarding

The arrangements for safeguarding are effective.

The manager consistently risk assesses the nursery's environment and practice to make children's safety and well-being a top priority. Robust measures are in place to ensure secure arrivals and collections of children to and from nursery.

Safeguarding policies are followed to ensure only suitable adults are recruited to work and volunteer with children. The manager regularly reviews her policies and seeks ongoing training and information to keep her team up to date with the most recent changes. Adults know how to follow local safeguarding procedures to report concerns about a child's welfare. They also know how to report concerns about persons working with children.

What does the setting need to do to improve?

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

- develop the organisation of adult-led group activities to enable all children to be effectively engaged during these times.

Setting details

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|--------------------------------------------------|-----------------------------------------------------|
| Unique reference number | EY474311 |
| Local authority | Luton |
| Inspection number | 10075700 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children | 2 to 4 |
| Total number of places | 25 |
| Number of children on roll | 15 |
| Name of registered person | Strong Tower Basic School |
| Registered person unique reference number | RP911236 |
| Telephone number | 07950132777 |
| Date of previous inspection | 28 June 2016 |

Information about this early years setting

Strong Tower Nursery registered in 2014. The nursery employs four members of childcare staff. They all hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 9am until 3pm during term time only. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and those with special educational needs and/or disabilities.

Information about this inspection

Inspector

Jacqueline Reynolds

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities to assess the impact on children's learning.
- The inspector completed a joint observation and evaluation of an activity with the manager. This helped to establish the effectiveness of self-evaluations and identify areas for improvement.
- The inspector spoke to children, adults and parents at appropriate times during the inspection to gain multiple perspectives about the quality of the nursery.
- The inspector and the manager completed a learning walk of the nursery to understand how the provision plans and delivers their curriculum.
- The inspector looked at a sample of the nursery's relevant documents. This included evidence about staff's training, recruitment records and suitability checks.
- A meeting was held between the inspector, the manager and a member from the local authority safeguarding team.

We carried out this inspection 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.

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