

Inspection of Tipton Nursery

24 Ridgeway Road, Tipton, West Midlands DY4 0TB

Inspection date: 27 February 2020

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 manager and her staff team create a warm and welcoming environment where children demonstrate that they feel safe and secure. For example, children arrive happy to see staff and their friends and settle quickly. They form close bonds with staff and feel a secure sense of belonging. Staff implement a range of measures to help children feel secure. For example, they create wall displays which contain pictures of their families. The visual reminders of home help children to settle very quickly. Children behave very well and know what is expected of them. During activities, they know the difference between right and wrong. For instance, they listen carefully and quietly, mindful of other children. They learn the rules and expectations of their nursery. Together with staff, they consider approaches that they could use to show good manners. For example, children suggest they could say 'please', 'pardon' or 'excuse me'. They explain why running indoors is risky to themselves and their friends. All children make good progress and leave well prepared for their later education. Language development features highly in the educational programme. Staff use stories, songs and rhymes well to develop children's communication and language skills. Older children display high levels of engagement and concentrate intently on a story. For example, children eagerly wait to learn the different sounds the characters make, such as, 'bellowing', 'trumpeting', 'snorting' and 'hissing'. Children repeat the sounds and words with laughter and enthusiasm. At these times, staff ask meaningful questions to test children's understanding.

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

- The manager carries out regular supervision sessions and provides staff with coaching to improve their personal effectiveness. Together, the manager and staff evaluate the effectiveness of the nursery. Partnerships with parents are effective and staff encourage their engagement in their child's learning. For example, they invite them to stay-and-play sessions. Parents are highly complimentary about the care and experiences their children receive.
- Each child is recognised as a unique individual and their interests are incorporated into their learning in imaginative ways. Staff use sign language to support early language development of younger children and those who speak English as an additional language. They use non-verbal methods, such as a pictorial timetable and song boards, to build strong foundations for listening, understanding and speaking.
- Staff provide engaging opportunities throughout the nursery for children to practise mark making. Toddlers enjoy making patterns and prints in a variety of ways, such as painting and mark making in foam. Older children draw pictures and make marks to represent their ideas and experiences. Children have opportunities to recognise and count numbers in the different areas of the

nursery. Overall, activities help to challenge children's learning and support their good attention skills. However, background music playing during the session has an impact on children being able to hear and concentrate to the best of their abilities.

- Physical development features highly on the curriculum and is promoted well. For instance, staff provide daily opportunities for children to be active indoors and outside. Staff use mealtimes as learning opportunities, as well as a social occasion. For example, toddlers are encouraged to serve their own food and use a knife and fork to eat their healthy and nutritious home-cooked meals.
- Outdoors, children use their imagination in the mud kitchen, and discuss the ingredients they need for their 'magic potions'. Children dig and collect insects they find and excitedly view them through magnifying glasses. Children learn how to hold the insects gently and how fragile living things can be, as they explore nature.
- At the start of each session staff set up high-quality learning environments. However, staff do not always replenish the environment throughout the session to maintain the high-quality experiences available. Consequently, some activities becoming disorganised and untidy. This results in children disengaging from highly effective play and learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge of child protection procedures. They undertake regular training to help them recognise possible signs and symptoms of abuse. Additionally, staff know the procedures to follow if they have concerns about a member of staff. Staff ensure that children are able to play in a safe and secure environment, using risk assessments and following stringent policies and procedures. Managers use robust recruitment and induction arrangements to ensure staff are suitable for their role.

What does the setting need to do to improve?

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

- review the current use of background music to enhance children's concentration and listening skills during their play and extend learning even further
- ensure that the learning opportunities available for children are replenished and attractive to children throughout the session, in order to consistently entice them to learn in the best possible ways.

Setting details

Unique reference number	EY289099
Local authority	Sandwell
Inspection number	10073414
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	36
Number of children on roll	60
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	0121 557 1463
Date of previous inspection	22 March 2016

Information about this early years setting

Tipton Nursery registered in 2004. The nursery employs 16 members of childcare staff, including the manager. Of these, 14 staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year around. Sessions are from 8am until 6pm. The nursery provides support for children with English as an additional language, and those with disabilities and/or special educational needs. The setting is in receipt of funding for two-, three- and four-year-old children, including those in receipt of early years pupil premium.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- The inspector completed a learning walk with the manager. She observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager took part in a joint observation of an activity with the inspector and the quality of teaching was discussed.
- A meeting was held with the manager and the inspector held discussions with staff. She looked at relevant documentation and evidence of the suitability of staff working at the setting.
- The inspector spoke to children at appropriate times throughout the inspection.

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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