

Inspection of Tudor House Day Nursery @ Ribbleton

162 Ribbleton Avenue, Ribbleton, Preston, Lancashire PR2 6DB

Inspection date: 25 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Babies and toddlers smile as they recognise their key person when they arrive at the nursery. They settle quickly and demonstrate how safe they feel by confidently exploring the learning environment. Staff talk to children about the family photographs that are displayed in each room, and this helps children to feel secure. Older children are keen to play and have a good understanding of daily routines. They ask for help if they need it and staff support them to share and take turns. Staff encourage children to say 'please' and 'thank you'.

Children's physical development is supported well as staff throw and catch balls with them in the outdoor area. Children learn to balance as they climb on tyres and planks of wood. They walk across different surfaces and use magnifying glasses to investigate the wildflower garden.

Staff have high expectations for all children and encourage them to be independent learners. Children choose what they want to play with and take care of resources. Babies explore sensory bottles and are fascinated as they watch lights that change colours. Toddlers squeal with delight as staff show them how to whisk bubbles in the water area outside. Older children use play dough to make birthday cakes and count the candles they add.

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

- Parents speak highly of the nursery and say they are very happy with the care their child receives. They feel that the nursery keeps them informed of their child's progress and provides ideas to help them to support learning at home.
- The manager and staff talk confidently about the curriculum. They are clear about what they want children to know and are ambitious in their aims. For example, staff support children to develop good listening skills. Babies use big spoons to tap pans and pan lids, making loud and quiet sounds. Toddlers are encouraged to recognise sounds made by cars and birds when playing in the mud kitchen outside. Staff encourage pre-school children to recognise the letter sounds in their names and those of their friends.
- Overall, staff support children's communication and language development well. They introduce new words as they sing and share stories with children. Staff chat with children as they empty and fill buckets in the sand area. However, at times, staff do not use the correct names for objects when talking to children.
- Children with special educational needs and/or disabilities are supported effectively. The manager and staff work closely with other professionals to ensure children receive extra support to help to close gaps in their learning. There is a strong emphasis on transition throughout the nursery. As a result, children are well prepared for the next stage of their education.

- Additional funding is used to ensure all children have access to extra-curricular opportunities. Children take part in yoga and outdoor learning opportunities led by specialist teachers. All children make good progress from their starting points as they experience a wide range of learning opportunities.
- Staff are responsive to children's care needs and encourage them to be independent. Babies learn to feed themselves and toddlers clean their own faces when they have finished eating. Older children serve their own lunch and pour their own drinks.
- Overall, staff use their assessments of children's learning to plan exciting activities based on children's interests and matched to their abilities. However, there are times during group activities when younger children do not focus and they disengage.
- Staff say they feel well supported by the manager. An effective staff mentoring system ensures that newly qualified staff receive support to develop in their role. Staff access a range of training opportunities and use their new knowledge to enhance the learning environment. For example, staff provide different textures for babies and toddlers to explore, helping to support their sensory awareness.
- The manager and staff evaluate the effectiveness of the nursery. They are aware that due to the COVID-19 (coronavirus) pandemic, children have needed extra support to develop their social skills. They plan the learning environment carefully to create opportunities for social development. This helps children to learn to play together.

Safeguarding

The arrangements for safeguarding are effective.

Rigorous recruitment procedures are in place to confirm the suitability of staff. The induction process ensures that staff fully understand their roles and responsibilities. Staff know what actions they need to take if they have any concerns about children. This includes the procedure to follow if they have concerns about children or parents displaying extreme views or behaviour. The manager deploys staff effectively throughout the nursery to ensure children's safety. The manager conducts regular risk assessments of the premises. Additional safety measures are implemented effectively to ensure children's safety when faults are identified. The manager ensures that any faults are quickly addressed.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to hold younger children's interests during activities, to help them to focus more and engage in learning
- ensure staff consistently use the correct names for objects when talking with children, to help children to develop good speaking skills.

Setting details

Unique reference number	2552074
Local authority	Lancashire
Inspection number	10148947
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 at time of inspection	0 to 4
Total number of places	60
Number of children on roll	68
Name of registered person	Synergy Day Care Ltd
Registered person unique reference number	RP533943
Telephone number	01254 427387
Date of previous inspection	Not applicable

Information about this early years setting

Tudor House Day Nursery @ Ribbleton registered in 2019. It is located in Preston, Lancashire. The nursery is open Monday to Friday from 7.30am to 6pm, all year round. The nursery employs 10 members of staff, nine of whom hold relevant early years qualifications at level 2 and above. This includes one member of staff who holds a qualification at level 4. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Thorpe

Inspection activities

- This was the first routine inspection the nursery received since the 2020-21 COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- A joint observation was carried out by the manager and the inspector.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.

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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