

Inspection of Tudor House Day Nursery @ Hancock St

Hancock Street Children's Centre, Hancock Street, Blackburn, Lancashire BB2 2LZ

Inspection date: 6 October 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

Children are happy, safe and well cared for in this welcoming nursery. They quickly settle into their chosen activities. They are not fazed by their parents dropping them off at the door during the COVID-19 (coronavirus) pandemic. Children are developing firm attachments with the kind and caring staff team, particularly in the baby room. This is because staff have gathered detailed information about children's likes, dislikes and routines. They use this information successfully to help children to settle and grow in confidence. Staff are well trained and have a secure knowledge of child development. They make learning enjoyable and provide a child-led approach to planning. This supports children to make good progress in their learning and development.

Children play well together and their behaviour is good. They listen to staff and are able to follow simple instructions. Staff have high expectations of children. They have focused recent teaching on developing children's skills in social situations. As a result, young children are successfully learning how to share, take turns and manage their feelings. Children respond warmly to the cuddles and reassurance that staff offer in abundance, which supports children's emotional well-being.

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

- Staff have clear and purposeful plans for children's learning. They know what their key children need to learn next and provide frequent opportunities for them to practise their skills and consolidate their learning. However, occasionally, the organisation of some group activities results in children's learning being interrupted. This means that children do not always gain the most from these learning opportunities.
- Overall, staff support children's emerging language skills well. Staff working with younger children use labelling and repetition to aid children's understanding. Staff use key words and picture cards to help children who speak English as an additional language. Staff supporting pre-school children use skilful questioning that enables children to express their ideas and develop their vocabulary. However, occasionally staff do not model the correct pronunciation of words.
- Young children enjoy developing their imaginative skills as they play alongside staff. For example, toddlers create a 'cake' in the home corner and staff ask children who they are making the cake for. They talk about the ingredients that they need and also safety aspects, such as being careful and wearing oven gloves. This further supports children to develop knowledge and skills needed for the future.
- Children's physical development is promoted well. Children enjoy weekly visits from a sports coach and learn to move their bodies in different ways. Staff promote the importance of children engaging in outdoor, energetic play,

regardless of the weather. Furthermore, children enjoy mindfulness sessions, which help to develop their emotional well-being and support them in managing their feelings and behaviour.

- Staff support children to develop their independence and self-care skills consistently. For example, at lunchtimes children pour their own drinks and cut up fruit to enjoy. Staff use the social opportunity of mealtimes to teach children about the importance of leading a healthy lifestyle. For example, pre-school children talk about the importance of not eating too many sweets and how they must regularly brush their teeth.
- Disadvantaged children and children with special educational needs and/or disabilities are supported well. Staff work closely with outside agencies, such as speech and language therapists and family support workers. They share helpful ideas and strategies that help staff to further understand how to ensure children reach their full potential. As a result, all children make good progress from their starting points.
- Parents speak very highly of the nursery. They form trusting relationships with staff who are extremely supportive and listen and help them wherever possible. Parents describe how staff have created a welcoming environment for their children. They comment that they would not be where they are today without them. Parents appreciate staff's support during the national lockdowns, including the dedicated contact number for them to obtain advice and guidance.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good awareness of their role in protecting children from harm. They access a wealth of targeted training that helps to develop their knowledge of safeguarding issues. Staff confidently describe the signs and symptoms that may indicate that a child is suffering from abuse. They fully understand who they should report any concerns to and know how to report any issues regarding a colleague's practice or conduct. Staff supervise children well. They ensure that they deploy themselves effectively so that children can always be seen and heard. Robust recruitment arrangements help to ensure that staff are suitable to carry out their roles and remain suitable throughout the duration of their employment.

What does the setting need to do to improve?

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

- support staff to improve the organisation of group activities so that children's learning and engagement are not interrupted unnecessarily
- enhance staff's understanding of the importance of modelling language correctly, in order to support children's emerging language and communication skills.

Setting details

Unique reference number	EY555170
Local authority	Blackburn with Darwen
Inspection number	10174350
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 5
Total number of places	60
Number of children on roll	58
Name of registered person	Synergy Day Care Ltd
Registered person unique reference number	RP533943
Telephone number	01254 51627
Date of previous inspection	Not applicable

Information about this early years setting

Tudor House Day Nursery @ Hancock Street registered in 2017. The nursery is open Monday to Friday from 7.30am to 6pm, all year round. The nursery employs nine members of staff, eight of whom hold relevant early years qualifications at level 3 and above. This includes the manager who holds a qualification at level 5. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Cox

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with parents, staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector held a meeting with the manager, the area manager and the provider. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching 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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