

Inspection of Tudor House Day Nursery @ Shear Brow

22a Shear Brow, BLACKBURN BB1 7EU

Inspection date: 26 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive happy at this safe, warm and welcoming nursery. Parents are now being welcomed back into the nursery following the COVID-19 pandemic. This has been impactful in settling children back into the nursery, particularly for those with special educational needs and/or disabilities. Children eagerly hang their coats up and go to find their friends. Their independence continues through activities that they choose to do. For example, they select resources to build castles, including Buckingham Palace, and choose gems when designing their crowns. All children are encouraged to use cutlery to feed themselves, and staff celebrate their achievements with them.

Children are provided with opportunities to explore the local area. They recently visited a farm. Staff have taken this interest and implemented a 'farm shop' at the nursery. While playing in the farm shop, children wait patiently for their turn to 'buy' fruit and vegetables. Their communication and language are supported by staff who ask questions and model language well, for example when naming fruit and vegetables such as apples, oranges and onions.

Children behave very well. They share and take turns and show a mutual respect for one another. Staff have high expectations of children and provide clear boundaries. Children display positive attitudes towards learning, which is supported through an established key-person system.

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

- Overall, support for staff's professional development and continuous improvement is good. However, systems in place are not fully effective in supporting teaching to the highest level. For example, staff are not always clear how to differentiate activities and adapt swiftly enough to help ensure children remain engaged and keen to learn.
- Parents speak highly of the nursery. They say that staff support their children and family well, particularly those children with special educational needs and/or disabilities. Parents say that through positive partnership working their children make progress. Staff also use themed packs to encourage learning at home, and children's achievements are displayed and celebrated in nursery.
- The intent for the curriculum is not always consistently applied. At times, children are not fully included in some activities. For example, during sensory play some children have fewer opportunities than their more confident peers. Consequently, planned activities are not always sufficiently challenging for all children.
- Mathematical development and literacy are strengths throughout the nursery. For example, staff encourage children to count the number of jewels on their

crowns they have created. They use mathematical language such as 'more' and 'less'. Staff introduce the concept of money when children play in the farm shop. For example, they ask children, 'How many pennies do you need?,' and children eagerly attempt to calculate the number of pennies required.

- Children are encouraged to be healthy. They have ample opportunity to play outdoors, climbing, planting and joining in circle games. Weekly forest school activities support their understanding of the natural environment and build their fine motor skills. For example, children select items and make crowns. Children are offered fruit at snack times and a varied menu for lunch. Fresh drinking water is available for all children.
- Communication and language are supported well. For example, staff introduce new words such as 'silhouette' as children select paint and stencils to make their own giant stamps with the Queen on. They discuss the different stamps, and staff build on children's understanding of the world by explaining about first- and second-class stamps.
- Children's understanding of the world is supported well throughout nursery. For example, older children are learning about Africa and the United Kingdom. They are provided with visual aids as well as resources to support their learning. The children discuss which transport mode they would require to travel to Africa. Stories and books are also provided to enhance their knowledge and understanding of the world. Consequently, children are able to recall what they already know and staff use this to take their learning even further.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the signs and symptoms of abuse and know what to do if they are concerned about a child. Additionally, they know the procedures for raising concerns regarding a member of staff. Staff carry out regular checks of the indoor and outdoor environments to ensure that they are safe for children. Staff are deployed effectively and adult-to-child ratios are consistently maintained. Recruitment and vetting procedures are robustly implemented.

What does the setting need to do to improve?

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

- strengthen current arrangements for supporting staff so they are able to raise the quality of teaching to the highest level
- adapt planned activities to ensure all children have equal opportunities to participate and ensure they are sufficiently challenged to build on their existing knowledge.

Setting details

Unique reference number	EY481168
Local authority	Blackburn with Darwen
Inspection number	10219864
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 at time of inspection	2 to 4
Total number of places	37
Number of children on roll	76
Name of registered person	Synergy Day Care Ltd
Registered person unique reference number	RP533943
Telephone number	01254 485 531
Date of previous inspection	9 August 2016

Information about this early years setting

Tudor House Day Nursery @ Shear Brow registered in 2014. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or level 3 and one holds a qualification at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Martin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- Discussions were held with parents, the manager, senior leaders 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 manager and the inspector completed a joint evaluation of an activity.
- The inspector observed interactions between the 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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