

Inspection of Tamalder Childcare

Unit 26, Meadow Road, Whitehaven, Cumbria CA28 9HX

Inspection date: 22 June 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children are familiar with the routines that have been implemented in response to the COVID-19 pandemic. On arrival, children welcome the positive interactions from staff and separate easily from parents at the entrance door. Children are happy, settled and behave well. They thoroughly enjoy their time at this inclusive nursery. Children demonstrate that they feel safe and secure. For example, babies show confidence to smile and wave at any visitors. Older children engage in friendly conversations and openly talk about a recent birthday.

Leaders and staff prepare children well for their next stages of learning, including school. Babies express excitement when using their senses to explore water in different ways. They use good physical skills to shuffle forwards and backwards when playing on ride-on toys. Babies who speak English as an additional language respond accurately to action phrases, such as 'ready, steady' and 'go'. Younger children act out scenes from favourite stories. They show confidence to join in with the repeated phrases. Older children are beginning to use their imagination. They pretend that a cardboard tube is a telescope and engage in play relating to pirates. Children with special educational needs and/or disabilities (SEND) openly express their likes and dislikes. They build their play around toys, such as small world figures, that they enjoy.

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

- Leaders and managers have significantly improved their practice since the last inspection. They have a good understanding of their individual roles and responsibilities. The provider holds regular meetings with the manager, to maintain successful oversight of the nursery. All staff receive a thorough induction. New staff are assigned a supportive mentor, to help them to become competent in their role. Regular supervision sessions are in place for the manager and staff, to monitor and support their ongoing performance.
- Staff work with parents and other professionals to ensure that children with SEND receive the early help and support that they need. They keep parents informed about their children's progress. Staff share ideas with parents, such as a recipe to make a fruit smoothie, to promote healthy eating habits at home. Parents say that 'Staff go above and beyond to support their children.'
- The well-qualified staff provide an ambitious curriculum that, largely, takes account of what children know and enjoy. Babies move seamlessly between the exciting learning experiences that staff provide. They enjoy the positive interactions from all staff and immerse themselves in their learning. Younger children take part in a bear hunt outdoors and maintain attention for lengthy periods. However, occasionally, when younger children return indoors, staff do not swiftly capture and build on their interests. This does not support children to

remain deeply engaged in their play and learning.

- Since the onset of the pandemic, staff are placing a sharp emphasis on supporting children's communication and language skills. Staff use every available opportunity to engage babies in songs and rhymes that they know and enjoy. Staff working with older children quickly apply their knowledge from relevant training. For example, when asking questions, they provide more time for children to think and respond. This is positively impacting on children's early language development. Babies and children, including those who speak English as an additional language, are confident communicators.
- Staff have a good knowledge of children's backgrounds and heritage. They engage children in events that are inspired by their individual cultures, beliefs and home life experiences. For example, children are keen to take part in 'the colour run', to coincide with festivals, such as Holi. They enjoy going on a bus for the first time, to visit the local harbour. This is helping to broaden children's knowledge of people and communities beyond their own.
- Staff make good use of any additional funding. The interesting story sacks are beginning to support children to develop good listening and turn taking skills. However, during everyday play, staff do not consistently intervene to discourage children from interrupting others while they are talking. This does not support children to develop the highest levels of patience and respect for their friends.
- Staff prepare children well for their move on to school. They encourage older children to eat their lunch in the dining room, to help them to gain a sense of what school is like.

Safeguarding

The arrangements for safeguarding are effective.

Recruitment procedures are robust and ensure that all staff are skilled and suitable for their roles. Leaders ensure that staff complete a broad range of safeguarding training. They regularly test out staff's knowledge through a purposeful safeguarding quiz. This helps to ensure that all staff have a good knowledge of the procedures to follow to protect children's welfare. Staff take steps to keep children safe. For example, they continually count children as they move from one area to another, to ensure that they remain accounted for at all times.

What does the setting need to do to improve?

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

- strengthen teaching and swiftly support younger children as they move between the outdoor and indoor environments, to enable them to build on their skills most effortlessly and remain deeply engrossed in their play and learning
- support staff to intervene more consistently, to help children to accept the needs of others and develop higher levels of patience and respect for their friends.

Setting details

Unique reference number	EY295367
Local authority	Cumbria
Inspection number	10230094
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	0 to 4
Total number of places	62
Number of children on roll	50
Name of registered person	Cumbria Childcare Ltd
Registered person unique reference number	RP520832
Telephone number	01946 690490
Date of previous inspection	8 February 2022

Information about this early years setting

Tamalder Childcare registered in 2004. The nursery employs 12 members of childcare staff. Of these, seven hold relevant childcare qualifications at level 3 and three hold relevant childcare qualifications at level 2. The nursery operates Monday to Friday, all year round. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the manager.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the manager to discuss aspects of leadership and management.
- A sample of documents were viewed by the inspector. These included evidence of the suitability of staff, a record of staff qualifications and training and some of the policies and procedures.
- The inspector spoke to a small number of parents and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022