

# Inspection of Tudor House Day Nursery @ Accrington

56-58 Haywood Road, Accrington BB5 6AT

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Inspection date: 20 July 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Leaders do not always ensure that the curriculum is consistently and effectively implemented across the nursery. Some staff, at times, do not plan learning experiences that are challenging and ignite all children's curiosity, particularly those in the toddler room. Furthermore, the key-person system is not always effective for some groups of children. Therefore, at times, some children's learning is not tailored to fully support them with their next steps in development.

That said, children arrive at nursery happy to see the staff and their friends. They are ready to start their day. Older children seek out staff to join them in their imaginative play. Staff are close by to support children in their play and offer lots of praise. Therefore, most children are starting to develop their self-esteem. Babies enjoy comforting cuddles with staff when they are tired or straight after they wake from their sleep. This reassures babies and helps them settle quickly. Children show that they feel safe and secure with the friendly staff. Babies demonstrate a positive attitude towards learning. They have a go and persist when they encounter problems. For example, babies enjoy stacking blocks and remain focused on this activity.

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

- Generally, staff support children to make progress in their development. Staff in the baby room plan activities that help extend children's learning. However, staff do not always effectively support children from the toddler room. Some staff do not plan meaningful learning opportunities that build on these children's prior skills and knowledge. Furthermore, they do not fully take account of what these children need to learn next. This results in children becoming distracted and disengaged.
- Staff support children with their communication and language development using familiar stories, such as 'We're Going on a Bear Hunt'. They also sing with children throughout the day. However, staff do not always encourage children to think for themselves, problem solve and test out ideas. At times, staff ask children too many questions. This interrupts the flow of some children's learning.
- Staff have nursery rules in place. These are shared with children during group time. Staff do remind children of the main rules, such as 'kind hands' and 'walking feet'. However, staff do not consistently support children to understand why the nursery rules are in place. Therefore, some children struggle to follow these.
- Staff support children to learn about and identify different emotions. Older children do this well and express their feelings to staff. However, when toddler children's key person is not working, important information about their next steps in learning are not always shared effectively with other staff. Therefore,

staff do not always take account of these children's learning needs. This results in children not always showing good levels of involvement and participation in activities.

- Staff celebrate children's cultures and ways of life. This helps children to learn about what makes them unique. Children also learn about similarities and differences between them and others. This supports children to understand about the world around them.
- Children learn some ways to keep themselves healthy. They play outside daily, exercise and get fresh air. Children practise their balance and coordination skills on the climbing equipment. This supports them with their physical development. Children are starting to develop their independence skills, such as washing their own hands before mealtime.
- Leaders ensure staff keep up to date with their mandatory training, such as paediatric first aid. Staff have access to online training courses. However, training is not yet focused sharply enough on supporting all staff working with toddlers to understand how to enhance their learning.
- Parents speak positively of the nursery, leaders and staff. They comment that they feel well informed about their children's time in nursery. Parents are confident to discuss concerns with leaders. They feel that these are always actioned, and improvements are put in place. For example, staff now take children on more visits out into the local community.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff all have a good knowledge of safeguarding. They are aware of the possible signs and symptoms of abuse. Staff know the correct reporting procedures should they have a concern about the welfare of children. Staff know the roles and responsibilities of other professionals involved in keeping children safe. They are aware of the nursery whistle-blowing policy and are confident to follow this. There is an emergency evacuation procedure in place, this is practised with staff and children. Leaders and staff carry out regular checks of the indoor and outdoor environment to ensure that it is safe for children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
ensure the curriculum is consistently and effectively implemented and learning opportunities are challenging and meaningful for all children at all times	11/08/2022

ensure training is targeted to support staff to deepen their knowledge and understanding of how young children learn, particularly children in the toddler room	11/08/2022
strengthen the key-person system to ensure that all children's learning needs are consistently met.	11/08/2022

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

- develop the communication and language curriculum to encourage children to think critically, problem solve and test out ideas
- support children further to follow the nursery rules and understand why these are in place.

## Setting details

<b>Unique reference number</b>	2579452
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10239473
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Synergy Day Care Ltd
<b>Registered person unique reference number</b>	RP533943
<b>Telephone number</b>	01254 427387
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tudor House Day Nursery @ Accrington registered in 2019. The nursery employs seven members of childcare staff, including the manager. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery opens 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

Suzanne Fenwick

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke with leaders about the leadership and management of the nursery.

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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