

# Inspection of Tower Hill Nursery

Tower Hill, Great Barr, Birmingham, West Midlands B42 1LG

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Inspection date: 9 February 2023

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children enter this welcoming nursery happily and quickly settle into the routines of the day. They take part in activities eagerly and are keen to explore their stimulating environment. Older children enjoy role playing as characters from books in the well-stocked library. This helps to build a lifelong love for books and encourages their future reading. Even the youngest children reach independently for books and turn the pages. Staff are attentive and make good use of stories to broaden children's vocabulary and language skills.

Children delight in exploring the outdoor area. They climb the geometric dome, balance on logs and pretend to be aeroplanes as they fly around the garden. This supports children's physical skills and provides opportunities for them to increase their heart rates. Staff encourage children to take appropriate risks, such as jumping off crates. This helps the children to understand their boundaries and build self-esteem as they succeed with tricky tasks.

Children generally behave well and play nicely with their friends. They learn to negotiate, share and take turns. They play in groups on a large interactive tablet. Children work together to pop the number balloons on the screen. This helps them to understand early mathematical skills and to follow rules for safe use of technology. Children are well prepared for their future learning and their eventual move on to school.

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

- The new leadership team is motivated and keen to continue to make positive changes to the nursery. Overall, its members have a secure understanding of how to assess and improve the quality of teaching. Despite the short time in post, they have already made effective changes and improvements, for example implementing a new digital application to help partnership working with parents.
- Leaders provide rich experiences that ignite children's passion for learning. Children have access to a sensory room, a soft play area, a library and a dedicated children's kitchen. Children learn to use knives to chop pears for snack time, they pour their own drinks, and clean and tidy away. Staff support young babies to wash their hands at the sink. Older children demonstrate that they can squeeze the soap out of the dispenser and push the taps themselves. These vital independence skills prepare them well for their future.
- Children make good progress in their learning from their individual starting points. The manager and deputy manager have a clear overview of the curriculum and what they want children to learn. They support room leaders well to plan their environment and provide activities based on children's interests. They assess and track children's progress to ensure that any gaps in learning are

quickly identified and addressed.

- Children with special educational needs and/or disabilities are very well supported. The well-qualified special educational needs coordinator is passionate about her role and responsibility to help children, and families get the early support they need. She holds regular meetings with parents and works closely with other professionals. She assesses where improvements can be made and uses funding to provide children with additional staff support and resources.
- Children make choices in their learning and follow their own interests and ideas. They move freely through the rooms. In pre-school, staff are fun and engaging. They are warm and kind and children approach staff for cuddles and reassurance. Children show that they feel safe and secure. However, staff do not ensure that all children receive quality interactions consistently, to achieve the full potential they are capable of. For example, sometimes the quieter children do not get the same level of interactions with staff as the more confident communicators.
- There is a strong focus on children's communication throughout the nursery. Staff make good use of songs and nursery rhymes to encourage new vocabulary and words. Babies enjoy banging musical instruments as they sing. Staff encourage children to use their words and practise their speaking skills. However, at times, staff do not recognise when they need to adapt their teaching to further support children's listening skills. For example, staff sometimes speak quickly or quietly when asking questions and children do not always understand what staff say to them.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff fully understand their role and responsibility to keep children safe. They have a good understanding of procedures to follow if they are concerned about a child's welfare. Leaders follow the correct procedure if there are allegations made against staff. The environment is risk assessed throughout the day and the premises are safe and secure. Staff count children in and out of the rooms, so they remain safely accounted for. There are robust recruitment procedures in place and ongoing checks mean staff working with children remain suitable.

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

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

- strengthen the support for staff's teaching skills so that all children benefit from opportunities for their play and learning to be fully enhanced
- help staff to adapt and adjust their teaching so that children are fully supported with their listening skills.

## Setting details

<b>Unique reference number</b>	EY500560
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10277191
<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 5
<b>Total number of places</b>	76
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	Tower Hill Nursery Limited
<b>Registered person unique reference number</b>	RP901181
<b>Telephone number</b>	0121 694 4000
<b>Date of previous inspection</b>	5 July 2018

## Information about this early years setting

Tower Hill Nursery registered in 2016. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery employs 18 members of childcare staff. Of these, one holds qualified teacher status and 17 hold qualifications from level 2 to level 7. The nursery receives funding to provide free early education to two-, three- and four-year old children.

## Information about this inspection

### Inspector

Katie Rudge

## 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 provider.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff 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 observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection 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.

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