

# Inspection of Tender Years Day Nursery

46 Castle Lane, Solihull, West Midlands B92 8DD

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Inspection date:

18 November 2022

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is inadequate

Management do not ensure that staff have the necessary knowledge and understanding of safeguarding requirements to keep children safe. Staff do not conduct risk assessment effectively and do not supervise children well enough. This means the safety of children is not assured. Despite this, children build sound relationships with their key persons. They behave well and are kind to one another. Children share and take turns while discovering new natural resources that they find outdoors. They enjoy group games and show their consideration for others as they welcome and encourage peers to join in.

Children engage in a range of purposeful experiences and are eager to learn. They progress well in their physical development. Babies crawl to resources and shake sensory bottles filled with a variety of colourful objects. Children climb through tunnels to race cars and trucks and discuss how they are going to get petrol from the local petrol station. Other children mould and manipulate play dough using an array of tools. They create winter scenes using feathers, paper stars and under-the-sea figures. Children are increasingly independent. They learn to manage their own self-care needs, such as dressing themselves and putting on their own shoes.

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

- Managers provide various training and coaching for their staff, including safeguarding and child protection. However, they do not ensure staff have sufficient knowledge and understanding of a broad range of child protection issues and their individual safeguarding responsibilities. Furthermore, managers do not support staff to identify potential risks to children in their environment. Children's safety and well-being are not assured at all times.
- Managers have created a curriculum that is coherent and ambitious for all children, including those with special educational needs and/or disabilities (SEND). Staff are knowledgeable about early childhood education and implement all seven areas of learning into everyday activities. They closely observe, assess and plan for individual children's next steps. Children progress very well and benefit from meaningful learning.
- Children with SEND receive one-to-one support and generally they make progress. They begin repeating refrains from stories and songs. They are now able to express their needs with the support of a secure and nurturing bond with their key person. Children are encouraged to explore new textures and they begin to try a wider range of foods, such as beans and fruit.
- Older children take responsibility for their environment as they tidy away ready for lunch. They also benefit from other experiences within the local community. For example, children go on litter-picking walks, build relationships with those at the local residential home and go in the minibus to pick up poppies to sell and

raise money for charity. They enjoy visiting the local supermarket to buy cooking ingredients, sing Christmas carols at their local food bank and visit the library to borrow their favourite books. Children are increasingly considerate and learn about the world around them.

- Children are encouraged to have a healthy lifestyle. They enjoy free-flow opportunities to go outdoors and be active. Children run and chase bubbles with their friends. They build large towers with blocks and play games and run around with each other. Children access fresh water daily and nutritiously balanced meals. They serve their own lunches and develop their social skills as they begin to share saying, 'pass the potatoes please'. Children learn about their own emotions. Older children take time out in their 'calm down space' to learn how to self-regulate and express how they are feeling.
- Staff build and maintain relationships with parents, school staff and other professionals. This is beneficial in creating continual support for each individual child. Staff share information with parents daily, via an interactive application to help extend children's learning at home. Parents state the setting is a 'home away from home' for their children.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff's knowledge is extremely variable. Some staff lack knowledge of signs and symptoms that may indicate a child is at risk of abuse and, subsequently, they have poor knowledge of a wide range of child protection matters. In addition to this, most staff do not know how to report a concern about a child in their care. Staff fail to identify and manage some potential risks in the environment. For example, children are sometimes exposed to slippery surfaces and trip hazards, and staff do not take immediate steps to resolve or minimise the risk. At these times, children's health and safety is compromised.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure all staff understand the safeguarding policy and procedures and have up-to-date knowledge of child protection issues and regard for the 'Prevent' duty guidance	30/12/2022

ensure all staff are able to identify signs of possible abuse at the earliest opportunity and know how to respond in a timely and appropriate way	30/12/2022
ensure staff appropriately supervise and meet the needs of all children to ensure their safety	30/12/2022
take all reasonable steps to ensure children are not exposed to hazards and demonstrate how potential risks are removed or minimised.	30/12/2022

## Setting details

<b>Unique reference number</b>	250132
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10234410
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	74
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	Tender Years Day Nursery Ltd
<b>Registered person unique reference number</b>	RP523058
<b>Telephone number</b>	0121 706 5619
<b>Date of previous inspection</b>	20 January 2017

## Information about this early years setting

Tender Years Day Nursery registered in 1992. The nursery employs 32 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 and seven at level 2. The nursery operates all year round. Sessions are available Monday to Friday from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sophie Van Harten

## 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 manager and has taken that into account in their evaluation of 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 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 has on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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