

Inspection of Tulip Day Nursery

382 High Street, West Bromwich, West Midlands B70 9LB

Inspection date: 18 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this welcoming nursery. They are warmly greeted by the enthusiastic staff as they arrive. Staff build good relationships with the children and their families, which provides children with a sense of security. Children engage in activities and follow the daily routines. Older children sit together for focused circle times, where they self-register, and interact with sounds and actions during phonics sessions. Babies crawl and pull themselves up to stand with the support of the attentive staff. They interact with the older children outside, joining in as they sing nursery rhymes.

Children in the nursery learn how to live healthy lifestyles. They eat bananas and apples at snack time and a well-balanced lunch that introduces them to a variety of tastes and textures. Staff support the individual dietary needs of each child and work closely with parents to find out children's requirements. Children take part in daily exercise that supports their physical development. They move in a variety of ways, climbing up the steps to go down the slide and learning to use the pedals on the tricycles. Children behave well and learn to share resources. They roll hoops and balls to each other and invite others to join in imaginary play, making cups of tea for each other.

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

- Staff in the nursery have excellent assessment procedures in place to check children's communication and language development. They identify a need for support with children's speech and use additional funding to purchase valuable resources to enhance children's language skills. Children receive daily interventions to increase their speech and understanding of language. Strategies are shared with parents to enable them to support their children's learning at home.
- The managers and staff have created a curriculum that encourages children to make choices about their learning. Staff plan activities based on the needs and interests of children and to ensure that children are exposed to learning about the diverse world around them. However, an ambitious curriculum is not yet fully embedded throughout the nursery. This means that children are not always engaging in play that challenges their thinking and increases their concentration.
- Children are confident communicators and share their thoughts and feelings with their friends and staff. The staff act as positive role models to demonstrate appropriate behaviour. They talk to the children and each other with respect and practise good manners. This supports children to behave well. When there are incidents of unkind behaviour between children, staff deal with this instantly. They sensitively get down to the child's level and talk to them about their behaviour in an age-appropriate manner.

- Children who speak English as an additional language make good progress. Staff work tirelessly to expose children to meaningful vocabulary that will help them to communicate with others. Staff are beginning to use sign language to encourage children's understanding of spoken English. They use signs during rhymes and songs. Children repeat words that are familiar to them and begin putting words together. The skilled staff support children by repeating words in their home language. This supports children's language comprehension and builds their confidence.
- Children at the nursery know that they need to wash their hands before eating and are beginning to learn to put their own coats on before they go outside. Children tell the staff when they need to use the toilet and, on the occasions where children have an accident, this is dealt with sensitively and appropriately. However, staff do not always provide children with adequate opportunities to develop their independence further. For instance, children are not always encouraged to practise skills that will strengthen the muscles in their hands, such as using one-handed tools and equipment.
- Managers and staff work closely with other agencies to access training and support to enhance experiences for children with special educational needs and/or disabilities. This helps staff to provide children with targeted activities to support their development. Local authority advisers provide staff in the baby and toddler rooms with additional training in child development. This increases their understanding of how young children learn.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a robust understanding of their safeguarding responsibilities. All staff receive regular safeguarding training that updates their knowledge of the signs and symptoms of abuse. Staff and managers know the procedures to follow in the event of an allegation against a member of staff. They confidently explain what they would do if they have concerns about a child's welfare and how they would report it. Managers carry out appropriate checks to ensure the suitability of those working with children. Daily risk assessments of the indoor and outdoor environments help to keep children safe from harm.

What does the setting need to do to improve?

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

- extend opportunities for children to develop their independence, including skills that will support them as they move on to the next stage in their education
- strengthen teaching by offering highly ambitious and challenging extensions to learning that promote children's focus and high levels of concentration.

Setting details

Unique reference number	2629598
Local authority	Sandwell
Inspection number	10280984
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	40
Number of children on roll	21
Name of registered person	Daffodils Nursery Ltd.
Registered person unique reference number	RP534188
Telephone number	01215532160
Date of previous inspection	Not applicable

Information about this early years setting

Tulip Day Nursery registered in 2021. The nursery employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one at level 3 and all others at level 2. The nursery opens from Monday to Friday, term time only. Sessions are from 8am to 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ali Myers

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager 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 spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 to several parents during the inspection and took account of their views.
- 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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