

Inspection of Tudor House Day Nursery @ Accrington

56-58 Haywood Road, Accrington BB5 6AT

Inspection date: 17 May 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children, including children with special educational needs and/or disabilities, become skilled learners and are keen to experiment and investigate. They take part in meaningful learning, such as dressing up as a firefighter, making purposeful marks in paint and ordering objects from biggest to smallest. Children enjoy attending the nursery and gain new knowledge, including new words. This is because the manager and the staff have significantly improved the quality of the curriculum that they provide. Children develop a positive attitude to learning.

Children arrive at the nursery happy and eager to explore. They skip in, welcomed by staff who support them very well to part from their parents. Children make lots of friends. Children and babies demonstrate that they feel safe in the care of staff, for example when they come close to trusted adults for cuddles. They feel at ease because staff build warm, secure relationships with them.

Children learn to be kind and self-controlled. They respond well to staff's high expectations of their behaviour. Children know the 'golden rules' that staff have set. For example, children confidently state that the reason they walk is so they do not trip or bump into others. They behave impressively well, helped by staff's thoughtful modelling and gentle, encouraging reminders.

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

- The manager has taken effective steps since the last inspection to address the previous actions set. She has accomplished her ambition to implement the curriculum well, provide targeted training for staff and strengthen the key-person system. Therefore, this has improved outcomes for children.
- Staff use well-considered learning activities to help children to learn important new knowledge. For example, following a recent visit to a farm, staff provide children with stimulating learning activities with toy farm animals. Staff then use carefully chosen words to help children to name and remember different animals. The manager makes sure that staff carefully assess how well children learn the curriculum. Children become independent and are ready for their future learning.
- Mostly, staff focus well on developing children's language. They talk often with children during their play and activities. Staff share books and stories and sing many songs with children. However, some staff mispronounce letter sounds when teaching these to children. This prevents children from saying letter sounds accurately, which is needed for early reading. Additionally, on occasions, some staff ask children too many questions that they cannot answer. At these times, children do not develop their skills to engage in and hold longer conversations.

- Overall, staff think carefully about the organisation and routine of the nursery day. Sometimes, however, children's learning and social times are disrupted unnecessarily. For example, during drop-off times in the mornings, some staff unnecessarily interrupt children's group circle times and settling in. This distracts children from their learning.
- The manager and staff plan a wide range of purposeful experiences to extend children's learning. For instance, they arrange for children to visit a fire station, shops and the local garage. Staff teach children to care for the environment, such as through litter picking. These activities help children to learn about their local area.
- Staff skilfully help older children to contribute to the life of the nursery. For example, they give children roles as line leaders or tidy-up leaders. Children beam with pride as they wear their special lanyards to indicate they hold this special role. Children learn about the importance of responsibility.
- The manager checks carefully on the quality of staff's work with children. For instance, she observes staff's practice and meets frequently with them to discuss their individual points for improvement. The manager swiftly identifies any gaps in staff's knowledge and provides tailored training and coaching. Staff feel well supported. They know what they need to do to improve their work with children.
- Parents praise the work of the nursery staff. Typical parents' comments include, 'My child's progress is amazing.' Parents appreciate the ideas and activities that staff share to support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager provides staff with regular safeguarding training. This helps staff to be alert to the possible signs of abuse and neglect. The manager ensures that staff understand the nursery's safeguarding policies and procedures. Staff know to act quickly to record and report any concerns they may have about a child's welfare. The manager implements robust safe recruitment procedures when appointing new staff. This ensures that all staff who work with children are suitable.

What does the setting need to do to improve?

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

- strengthen staff's knowledge of the sounds that letters represent so that children hear the correct pronunciation of letter sounds
- support staff to enhance the quality of their interactions with children, giving children time to answer questions and develop their skills in holding longer conversations
- revise the organisation of the nursery routines so these do not unnecessarily interrupt children's learning.

Setting details

Unique reference number	2579452
Local authority	Lancashire
Inspection number	10250755
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	49
Number of children on roll	75
Name of registered person	Synergy Day Care Ltd
Registered person unique reference number	RP533943
Telephone number	01254 234 722
Date of previous inspection	20 July 2022

Information about this early years setting

Tudor House Day Nursery @ Accrington registered in 2020 and is based in Accrington. The nursery employs 10 members of childcare staff, including the manager. All staff 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

Andrea Vaughan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all the areas of the nursery and discussed the curriculum for children.
- The inspector spoke with the manager about her leadership and management of the work of the nursery.
- The inspector spoke with staff during the inspection about the curriculum, safeguarding and staff training.
- Some parents spoke with the inspector about their experience of the nursery. The inspector also considered some parents' written testimonials.
- The inspector observed children's learning of the curriculum, indoors and outdoors, and evaluated the impact this has on children's knowledge.
- The manager and the inspector carried out a joint observation during small-group time.
- The inspector looked at a range of documents and reviewed evidence of the suitability of staff working at 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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