

Inspection of Tipton Nursery

24 Ridgeway Road, Tipton, West Midlands DY4 0TB

Inspection date: 2 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 arrive happily at this safe and welcoming nursery. They receive a cheerful greeting from staff as they leave their parents, which helps them to settle in quickly. Children enter their playroom confidently and are ready to start their day. Children show that they feel secure in the nursery, as they form relationships with staff with ease and friendships with their peers and at an early age. Children are excited to see their friends, who they seek out to play with.

Children are provided with a wide range of activities and experiences, which they are keen to get involved with. Younger children develop their physical skills as they climb on soft-play equipment. They experiment with sand and water by moving it through containers, and explore the different textures with their hands. Staff model single words to them and children repeat these, which is helping to build their vocabulary. Older children identify features of different animals. They know what a crocodile is, and staff support their early mathematical skills by encouraging them to predict and count how many teeth the crocodile may have. Staff further extend children's learning by providing opportunities to practise their early writing skills, as they have a go at drawing and tracing the animals they play with.

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

- Children behave very well in the nursery. Staff act as exceptional role models to children. Their polite and respectful behaviours are mirrored by children. As a result, children understand the expectations of how to behave. They treat others and their environment with care and respect.
- Children's health and well-being is well supported by managers and staff. They have recently introduced a scheme for teeth cleaning, which promotes children's oral health. Children benefit from continuous access to the outdoor play area, where they benefit from fresh air and exercise. Staff are alert to children's safety and encourage them to wear sun hats when playing outdoors in warmer temperatures.
- Staff get to know all children very well. Key persons regularly assess children's development and identify individual targets for each child. Staff use this information to plan meaningful experiences that support children to make progress in their learning. However, at times, children are based in playrooms with a broad age group of children. During these times, some activities provided are not always challenging enough for the most able children to inform their own learning and help them make the best possible progress.
- Staff are kind and attentive to children's personal needs. They are respectful when changing children's nappies and afford their privacy. Staff are quick to respond to children who become dirty and help them to change their clothes or clean their faces.

- Children's communication and language development is given high priority by staff and managers. Staff engage in meaningful and age-appropriate interactions with children. Children delight as they sit down together to sing songs of their choosing or to share a book with a member of staff. The nursery has recently implemented a new communication and language programme to enhance this and engage parents in children's learning at home. Consequently, children become fluent talkers from an early age.
- Parents speak positively about the nursery. They are complimentary about the staff and the care that their child receives. Parents say that their children have made noticeable progress in their learning since attending the nursery.
- Older children develop high levels of independence in readiness for their eventual move to school. They serve their own lunches and manage their own health and hygiene. However, for younger children, staff do not always allow children the same opportunities. For example, they wait for staff to give them their water bottles and have their hands cleaned in other ways before eating. This means that they do not gain self-help skills as early as possible in preparation for the next stage of their learning.
- Leaders and managers are supportive of staff. Frequent individual meetings are held with staff to discuss their well-being, performance and training needs. Staff comment that they feel well supported in their roles. They have access to a varied range of training programmes to continually develop their knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding of children is prioritised by managers and staff. Staff receive induction training when they start their role, which ensures that they understand their safeguarding responsibilities. Staff are alert to signs which could indicate a child is at possible risk of abuse or harm, and know how to report this. Staff and managers know what to do if a concern arises about the conduct of a member of staff. Managers follow rigorous procedures when recruiting staff to assess their suitability to work with children. Robust risk assessments are carried out to provide children with a safe learning environment.

What does the setting need to do to improve?

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

- enhance opportunities for younger children to develop their self-help skills in readiness for the next stage in their learning
- make better use of planning, so that more able children are consistently challenged in their learning, particularly when they are grouped in broader age ranges.

Setting details

Unique reference number	EY289099
Local authority	Sandwell
Inspection number	10296057
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	36
Number of children on roll	70
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	0121 557 1463
Date of previous inspection	27 February 2020

Information about this early years setting

Tipton Nursery registered in 2004. It is part of a large organisation and is located in the Tipton area of Sandwell. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. There are 14 staff employed. Nine of these hold qualifications at level 3, and five hold qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

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 her and has taken that into account in their evaluation of the setting.
- The deputy manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents spoke to the inspector and provided their views of the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The inspector held a meeting with the deputy manager and other managers within the organisation, and looked at relevant documentation and evidence of staff suitability.

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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