

Inspection of Tudor House Day Nursery @ Altom

22-24 Altom Street, Blackburn BB1 7ER

Inspection date: 14 February 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff warmly greet parents and children into the nursery. Staff are keen to find out what children have been doing at home with their families. Staff use some of this information to further enhance the intended curriculum. For example, they are currently implementing lots of activities about travel and the world. This is because many of the children are soon to embark on different trips and holidays. Staff provide time during drop off and pick ups to ensure that parents can talk to them about their children. As a result, children separate from their parents with ease and are keen to find their friends and start their day.

Leaders have high expectations for children. They have designed a curriculum that helps children to build on their existing skills as they move through the nursery. Leaders and staff create exciting learning environments for the children. These encompass children's interests and are designed to help children to learn in the moment by using all of their senses. For example, babies use their fingers and various utensils to prod and poke dough. Older children mix soil and water to make a 'mud pie'. Leaders work with parents to ensure that children who are receiving early years funding can access their funded hours flexibly. This supports the changing needs of children, as well as their parents.

Staff are excellent role models. They value each child's uniqueness and work with parents to ensure that all children's needs are met. The bilingual staff team supports children who speak English as an additional language. In addition, children have close and trusting bonds with staff and display a good level of self-confidence and self-esteem. Parents say that they feel 'highly valued' and 'fully included' in the setting.

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

- Staff understand the importance of helping children to develop good physical skills. Babies are encouraged to crawl, cruise furniture, and feed themselves using a spoon. Older children embark on a wide range of activities, such as swimming and music and movement sessions, and are taken for walks in the local area. As a result, any identified gaps in children's physical development have closed.
- In the main, staff support children's communication and language skills well. Staff model single words to babies as they play alongside them. For example, they encourage them to 'pat', 'push' and 'prod' as they experiment with dough. Older children are encouraged to recite familiar songs and recall past events, such as a trip to the zoo. Staff offer some extension to further children's speaking. For example, they challenge children to name the animals they saw and discuss the different sizes of the animals. However, at times, staff

mispronounce words and miss opportunities during these back-and-forth conversations to extend children's growing vocabulary and speech even further.

- Staff provide good support for children with special educational needs and/or disabilities. Partnership working with parents and other professionals involved in children's learning and care are strong. Parents highly value the support they receive from the manager and staff. Staff make good use of the parent app, stay-and-play sessions, and general day-to-day chats to keep parents informed about their child's learning. This further supports children's good progress.
- Overall, staff interactions with children are positive and nurturing. Babies snuggle into staff and enjoy a cuddle while they are read and sung to. Older children invite staff into their play and are eager to share their ideas. However, on occasions, staff do not quickly identify when children need more stretch and challenge to enhance their critical thinking skills. Furthermore, at times, they are not alert to when less-confident or quieter children need further encouragement to take part and be more involved. This leads to some children wandering off, and, consequently, their learning is not fully extended.
- Staff receive endless support from leaders. Staff access basic training and there are robust procedures in place for staff to access further professional development opportunities. Staff take part in regular supervision and well-being meetings with leaders. Staff embrace feedback from these and use it to further improve their practice. As a result, staff feel listened to and say that they 'really enjoy' all aspects of their work.
- Staff support children to develop good social and emotional skills. Staff encourage all children to share, take turns and respect other's wishes. Staff provide gentle reminders to children about what behaviour is expected. As a result, children play harmoniously and display kind and caring attitudes to their peers and the staff.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen the curriculum for communication and language to ensure that all staff implement the intended curriculum to consistently high levels
- support staff to provide consistently strong interactions with children that further challenge their critical thinking and support them to remain highly involved in their play and during activities.

Setting details

Unique reference number	EY543728
Local authority	Blackburn with Darwen
Inspection number	10331760
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	76
Number of children on roll	77
Name of registered person	Synergy Day Care Ltd
Registered person unique reference number	RP533943
Telephone number	01254 427387
Date of previous inspection	30 January 2019

Information about this early years setting

Tudor House Day Nursery @ Altom registered in 2017. The nursery employs 14 members of childcare staff. Thirteen staff hold appropriate early years qualifications from level 3 to level 6. One member of staff is unqualified. The setting opens Monday to Friday from 7.30am until 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Donna Birch

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 this into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact this was having on the children.
- The manager and the inspector carried out a joint observation in the outdoor area.
- Children spoke to the inspector about what they enjoy doing while they are at the setting.
- The inspector spoke to parents and took account of their views.
- The inspector spoke to the manager and the human resource manager about the leadership and management of the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024