

# Inspection of Tudor Manor Day Nursery

15 Berrywood Road, Northampton, Northamptonshire NN5 6JU

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Inspection date: 18 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The nursery offers children and their parents a unique family atmosphere where they feel welcomed and valued. Children are greeted warmly by staff, who guide them into their designated playrooms. This contributes to children feeling safe when they arrive. Outdoors in the inviting garden, children are supported to develop their physical skills. For example, staff provide push-along toys for children in the baby rooms, encouraging them to move their feet. Staff hold onto children's hands to support their balance and safety when they want to stand. Children in the toddler room are encouraged to develop the muscles in their hands in preparation for early writing. For example, they copy staff when they are shown how to squeeze cornflour and water in their hands to make drips.

Children are excited to look at books. In the pre-school room, children take part in telling the story. When asked, they take it in turns to use props that reflect characters in the book. In the baby room, staff spend time looking at age-appropriate books with children. They talk to them about the images they see on the pages, helping to support their early speaking skills. Children have experiences to learn how animals and food grow. For example, they help staff to plant and grow vegetables in the garden. Staff provide experiences for children to learn how chicks are born.

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

- Staff help children to manage their behaviour. For example, in the pre-school room, children are asked to use their 'listening ears' when staff read them stories. In the toddler room, staff use sand timers to help children understand when it is their turn to play with toys.
- Staff ask pre-school children to be helpers for a day. Children tell visitors that their role is to be at the front of the line when children queue to move around the nursery. They explain that they hand out the cups at mealtimes. However, children in the toddler room are not supported as effectively to develop a sense of responsibility. For example, staff do not encourage all children to tidy toys away, and when children show an interest in giving their peers cups and plates at mealtimes, they are unable to do this.
- Overall, staff support children's communication and language skills well. For example, staff use key words in children's home language to support the language development of children who speak English as an additional language. However occasionally, in the room for one- to two-year-olds, staff use questions and model language that children do not understand.
- The management team and staff work in partnership with parents and other professionals to support children with special educational needs and/or disabilities. They implement targets to help children progress and put plans in

place to support children's individual needs when they move on to school.

- Staff invite parents to attend special events where they have opportunities to play with their children. This includes asking parents to share information about their occupations. For example, parents help children to learn about the role of a nurse, including how to use bandages and how to identify the number to call in the event of an emergency in their home.
- The manager supports parents with their children's care at home, for example helping parents to establish bedtime routines for their children. Parents say that they and their children are always greeted with a smile from staff and that their children do not want to leave the nursery.
- The manager ensures that staff are aware of local safeguarding concerns. She provides them with specific training courses that help them to identify these concerns, helping to promote children's safety and welfare.
- The manager and staff place a strong focus on supporting children's understanding of healthy foods and oral hygiene. For example, staff plan activities to help children to understand how to make meals. They help children to be aware of food that is included in their freshly prepared cooked meals. Children have daily opportunities to clean their teeth.
- The management team gathers feedback from parents, children and staff to help reflect on the experiences they offer children. Recent changes in the toddler room support children's listening and attention skills during group times.

## 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:**

- support staff working with one- and two-year-olds to develop their knowledge of how to question and model language to help build on children's levels of understanding
- help staff in the toddler room to encourage children to develop a sense of responsibility.

## Setting details

<b>Unique reference number</b>	EY292312
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10316775
<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>	92
<b>Number of children on roll</b>	117
<b>Name of registered person</b>	Tudor Manor Partnership
<b>Registered person unique reference number</b>	RP910641
<b>Telephone number</b>	01604 758500
<b>Date of previous inspection</b>	16 May 2018

## Information about this early years setting

Tudor Manor Day Nursery registered in 2005 and is situated in Northampton. The nursery employs 28 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round, apart from bank holidays and one week between Christmas and New Year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## 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 that into account in their evaluation of the provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed how staff implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke and interacted with the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the management team. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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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