

# Tipton Nursery

24 Ridgeway Road, Tipton, West Midlands, DY4 0TB



## Inspection date

7 April 2015

Previous inspection date

11 January 2012

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Requires improvement</b> | <b>3</b> |
|--|-------------------------|-----------------------------|----------|
|  | Previous inspection:    | Good                        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Requires improvement        | 3        |
| The contribution of the early years provision to the well-being of children            |                         | Requires improvement        | 3        |
| The effectiveness of the leadership and management of the early years provision        |                         | Requires improvement        | 3        |
| The setting <b>does not meet legal requirements for early years settings</b>           |                         |                             |          |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The arrangements for staff supervision are not good enough, which means that managers are not always successful in identifying where there are weaknesses in teaching.
- Staff are not sufficiently skilled in using their assessments of children's progress to plan for their future learning.
- Staff do not make good use of opportunities during child-initiated play to build on children's problem-solving skills or to develop their vocabulary.
- Young children are distracted from their play and learning when older children are cared for in the same areas during the school holidays.
- Self-evaluation and improvement plans do not focus sufficiently on raising the standard of teaching.

### It has the following strengths

- The welcoming environment promotes children's sense of belonging. The nursery is stimulating and well resourced. As a result, children enjoy their time at the nursery.
- Staff have relevant training to understand how to keep children safe. As a result, children are kept from harm.
- Staff provide a calm and caring environment where appropriate bonds and secure emotional attachments develop with children.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- introducing a robust programme of staff supervision so that weaknesses in teaching practice are quickly identified and addressed through effective support, coaching and training
- use the assessments of children's progress to establish the stage of development of each child and use this information to plan challenging and enjoyable experiences for children in all areas of learning.

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

- review the organisation of space and activities when older children are present, so that younger children remain focused on their own play and learning
- make better use of spontaneous opportunities during activities children have chosen for themselves to develop children's problem-solving skills and vocabulary
- improve self-evaluation arrangements and action planning so that there is a sharper focus on improving the quality of teaching.

## Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector looked at a sample of policies, children's assessment records and planning documentation.
- The inspector carried out a joint observation with the manager.
- The inspector talked to parents, children and staff during the inspection.
- The inspector observed teaching and learning activities in the indoor and outdoor learning environments.

## Inspector

Susan Rogers

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff hold relevant qualifications and have some knowledge of the seven areas of learning and how children learn. Despite this, they do not promote children's learning well enough to ensure that they make consistently good progress. Staff make observations of what children are interested in, know and can do. However, they do not use this information effectively to plan for their future learning. For example, often the activities organised do not interest or challenge children enough. Staff do plan activities that offer children opportunities to be creative and to lead their own learning by making choices for themselves. As a consequence, children do develop some skills they need in preparation for school. Staff make sure resources are accessible to children, for example, by placing items such as the sand and water trays at low level. However, there are times when younger children's play and learning is disrupted by older children, who are cared for in the same room during the school holidays. There are weaknesses in teaching that hinder children's progress. Staff do not always recognise or take advantage of opportunities to build on children's knowledge and skills. For example, when children are playing with building blocks, they do not encourage children to solve problems by working out how to do things for themselves, or introduce new language linked to building, in order to develop their vocabulary further. A two-way flow of information sharing has been established with parents, which contributes to sound partnership working.

### **The contribution of the early years provision to the well-being of children requires improvement**

Staff promote children's health and well-being appropriately. They gather useful information from parents when their children attend settling-in sessions. Staff are warm and caring and develop firm bonds with the children, who turn to familiar staff for reassurance and comfort. Children learn about sharing and taking turns because staff give gentle reminders during play. Staff supervise children well as they play, and encourage them to be aware of their own safety. Children spend time outdoors in the fresh air, where they have opportunities to explore the natural environment and to practise their developing physical skills. However, because planning is not sufficiently tailored to individual children's needs, the resources available are not always suitable for the age and stage of the children, particularly when older children are present during the holidays. At mealtimes, staff talk to children about healthy eating.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Managers are beginning to introduce a system of staff supervision. However, they do not monitor the quality of teaching sufficiently to ensure that areas in need of improvement are quickly identified and addressed. Staff have not received the support, mentoring and training they need to ensure children benefit from consistently good teaching. Some self-evaluation takes place, which means that some improvements are made over time. However, managers do not reflect enough on the quality of teaching, in order to more successfully drive improvement.

## Setting details

|                                    |                              |
|------------------------------------|------------------------------|
| <b>Unique reference number</b>     | EY289099                     |
| <b>Local authority</b>             | Sandwell                     |
| <b>Inspection number</b>           | 861326                       |
| <b>Type of provision</b>           | Full-time provision          |
| <b>Registration category</b>       | Childcare - Non-Domestic     |
| <b>Age range of children</b>       | 0 - 5                        |
| <b>Total number of places</b>      | 36                           |
| <b>Number of children on roll</b>  | 68                           |
| <b>Name of provider</b>            | Pre-School Learning Alliance |
| <b>Date of previous inspection</b> | 11 January 2012              |
| <b>Telephone number</b>            | 0121 557 1463                |

Tipton Nursery was registered in 2004. The nursery employs 16 members of childcare staff, including the manager. All staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year around. Sessions are from 8am until 6pm.

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