

Tipton Nursery

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



Inspection date

22 March 2016

Previous inspection date

7 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders have made effective use of action planning and their good knowledge of how to support and lead improvements to overcome weaknesses identified at the last inspection. The leaders' positive performance management, supervision and professional support all lead to good quality care and teaching practices.
- Teaching is good and results in effective learning. Children's early literacy is well supported through the staff's effective teaching of letters and the sounds they make. Children make good progress from the time they start at the setting.
- Parents have great trust in the care and learning provided by the staff. Relationships between staff, parents and children are very secure. Consequently, children are confident and enthusiastic learners. Their personal care needs are well met by highly motivated, skilled and experienced staff.
- Children are well supported to develop their independence and social and communication skills. They experience a sense of achievement because staff encourage them to persevere and to focus on their learning. For instance, during snack times, three- and four-year-old children use knives with increasing skill as they cut up pieces of fruit.

It is not yet outstanding because:

- Leaders acknowledge that there is more they can do to support children's seamless move to school.
- Leaders and staff also recognise that they could do more to fully engage all parents in their child's learning.

What the setting needs to do to improve further

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

- develop children's confidence and school readiness further by providing even more activities and opportunities for children to prepare for the move to school
- help children to make even better progress by increasing parents' involvement in their learning.

Inspection activities

- The inspector reviewed the improvements that leaders have made since the last inspection and their plans for future improvement.
- The inspector observed children during a range of play and learning activities in the designated play areas, including outdoors.
- The inspector held meetings with the leaders and staff and conducted a joint observation with the manager.
- The inspector looked at a range of documentation including children's learning journals and the adults' planning of children's learning and development activities.
- The inspector checked evidence of the suitability of all adults working at the setting and the professional qualifications and training of staff and leaders.
- The inspector took account of the views of parents and those of children spoken to on the day.
- The inspector explored the safeguarding arrangements, the security of the premises and how effectively the provider has identified and taken steps to minimise any potential risks.

Inspector

Deborah Jane Udakis, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

Leaders have taken effective action to address the previous lapses of good practice and teaching. They provide staff with good quality challenge and support through effective supervision and team meetings. Leaders accurately monitor the quality of care and learning provided. They provide staff with good quality professional training and support to improve their professional practice. Safeguarding arrangements are effective. Leaders and staff know how to protect children from harm and how and when to make a child protection referral. All staff are qualified in first aid and are able to provide appropriate support to children if they are injured or become ill at the setting.

Quality of teaching, learning and assessment is good

Teaching is consistently good and children, including those in receipt of the early years pupil premium, make good progress during their time in the setting. Learning activities are fun. Staff make effective use of their knowledge to provide a challenging and interesting play-based curriculum. Activities stretch the children's imaginations and help to consolidate their existing knowledge. Staff support children's good speaking and listening skills. The development of children's communication and language is a key focus in order to help the most disadvantaged children catch up with their peers. The older children sing rhymes and songs with gusto. They are very enthusiastic talkers and use their voices to reflect different sounds and feelings. Leaders expect all children to make the best progress possible. Staff use good quality observations and assessments to support the next steps in children's learning.

Personal development, behaviour and welfare are good

Children develop an awareness of risk and danger. Climbing equipment and the supervised use of tools enable children to have a go and challenge their physical coordination and abilities in a secure environment. Children learn responsibility as they eagerly help to tidy up and put items away in the correct place. Leaders and staff prioritise the welfare of the children and take all reasonable steps to ensure children are well supervised and supported throughout the day. Children behave well and are increasingly aware of the needs and feelings of others. Older children take turns and learn to share equipment. They listen to staff and respond positively to their instructions.

Outcomes for children are good

Children's learning is enhanced through effective use of the outdoor environment. Staff plan activities outdoors to provide physical challenge and to stimulate children's curiosity and exploration. The older children develop their mathematical thinking as they have regular opportunities to compare size, match pairs and group objects. They understand that anything can be counted. For instance, they count the steps in the garden, the number of spoonfuls it takes to fill containers of sand and water, the number of claps during rhyme and song time, and the jumps they make. Babies have lots of opportunities to develop their social interactions and communication. They receive warm and attentive individual support from staff. They develop their physical abilities as they stand and move holding onto staff, furniture and play equipment for support.

Setting details

Unique reference number	EY289099
Local authority	Sandwell
Inspection number	1032509
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	36
Number of children on roll	74
Name of provider	Pre-School Learning Alliance
Date of previous inspection	7 April 2015
Telephone number	0121 557 1463

Tipton Nursery was registered in 2004. The nursery employs 17 members of childcare staff, including the manager. Of these, 16 staff hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday all year around. Sessions are from 8am until 6pm. The nursery provides support for children with English as an additional language, and those with disabilities and/or special educational needs. The setting is in receipt of funding for two, three- and four-year-old children, including those in receipt of early years pupil premium.

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