

Inspection of Tudor House Day Nursery @ Preston New Rd

248 Preston New Road, Blackburn BB2 7AA

Inspection date:

10 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The management team greet children and families each morning with warm smiles, creating a calm and welcoming atmosphere. Children arrive happily and settle quickly. They form strong bonds with staff, who speak gently and offer comfort and reassurance when needed. This helps children to feel safe and secure. Staff speak respectfully to children, for example,, asking babies if they may change their nappies. This helps to build children's confidence, trust and well-being.

Leaders have a curriculum intent in place. However, it is not always implemented effectively. Staff use topics and children's interests to plan learning experiences. Children enjoy sensory play, such as scooping rice, rolling dough and splashing in water. They listen to stories and join in with familiar songs, which supports their communication and language development. However, staff interactions are sometimes limited, and activities do not always build on what children already know. As a result, some activities lack a clear purpose, which leads to some children becoming disengaged. This does not fully support all children's learning.

Staff training is not always effective in ensuring that policies and procedures are followed consistently. For example, staff do not always embed behaviour strategies well. That said, some children follow simple instructions and are beginning to take turns and share. Staff work in partnership with other professionals to ensure that children with special educational needs and/or disabilities (SEND) access the support they need for their development.

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

- Leaders have designed a curriculum that sets out what they want children to learn. However, it is not always implemented effectively. Activities and routines are not always age-appropriate or matched to children's stage of development. For example, some children are asked to follow complex instructions or count beyond their ability. This means some children are not supported to make consistently good progress.
- Staff interactions are not consistently used to support children's learning. While staff lead planned activities, such as sticking dinosaur pictures, reading stories or singing songs, they do not always engage with all children or build on what the children are doing. Quieter children, in particular, receive limited support. This means some children are not helped to develop their thinking, language or understanding as well as they could.
- Children begin to develop some independence. However, staff do not consistently support this during daily routines. For example, at snack time, staff serve milk, water, fruit and crackers to each child, as opposed to allowing them to help themselves. At lunchtime, some children are given serving utensils and

serving bowls that are difficult to use. This limits children's confidence in managing tasks for themselves.

- Children take part in physical activities, both indoors and outdoors. They ride bikes, climb, balance and engage in mark making. These activities build strength, coordination and support physical development.
- Staff provide children with a broad range of experiences. They visit the local shops and taste tropical fruit. These experiences broaden children's understanding of their community and the wider world.
- Children with SEND are identified early. Staff work closely with parents and professionals to plan individual support and review targets. This helps children with SEND to access the curriculum and make progress from their starting points.
- Partnerships with parents are a particular strength. Staff share daily feedback, run workshops and support parents with practical matters, such as applying for Reception Year school places. This helps families feel involved in their child's learning.
- Children are introduced to the setting's 'Golden Rules'. Some children take turns and show kindness. However, staff do not always explain the reasons for rules or help children manage conflict. As a result, this affects how well some children understand expectations and behaviour.
- Leaders offer training and supervision for staff. However, this has not led to consistent practice. Some staff lack confidence and do not follow policies. For example, staff do not consistently implement the setting's healthy eating policy to help promote children's awareness of good food choices. This does not help children to learn about healthy eating habits.

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:

- ensure staff implement the curriculum consistently to help all children build on what they know and can do
- enhance the quality and consistency of staff's interactions to better support children's thinking, communication and learning through play
- strengthen training and supervision for all staff, to further support their understanding and consistent application of policies and procedures, particularly in behaviour management, promoting independence and healthy eating.

Setting details

Unique reference number	2734641
Local authority	Blackburn with Darwen
Inspection number	10399260
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	67
Number of children on roll	90
Name of registered person	Synergy Day Care Ltd
Registered person unique reference number	RP533943
Telephone number	07835629044
Date of previous inspection	Not applicable

Information about this early years setting

Tudor House Day Nursery @ Preston New Rd registered in 2023 and is based in Blackburn. The nursery employs 16 childcare staff, of whom all hold childcare qualifications at level 3 or above. The nursery opens Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded childcare places for two-, three- and four-year-olds.

Information about this inspection

Inspector
Sheron Kantor

Inspection activities

- The leaders and the inspector completed a learning walk to discuss the intentions for children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The views of parents were considered by the inspector through verbal discussions.
- Children interacted with the inspector during the inspection and included them in their play.
- Relevant documentation was reviewed by 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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