

Inspection of Tudor House Day Nursery @ Feniscowles

Tudor House Day Nursery at Feniscowles, Preston Old Road, Blackburn, Lancashire
BB2 5EP

Inspection date: 3 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children's personal, social and emotional development are given high priority in this calm and caring nursery. Children are taught about the importance of kindness and are supported to take turns. Staff value children's views. They regularly consult with children and seek their ideas. For example, staff ask children which activities they would like to do and whether they would like to play inside or outside. As children draw pictures of their families, they talk about what makes them unique and special. Children are happy and feel valued.

Children settle quickly and excitedly hug the staff when they arrive at nursery. Staff are attentive as they greet children. They offer sensitive reassurance to children who need additional support to settle. Children smile as they sing and sign the names of their friends during the 'welcome song'. They are keen to hold hands with each other while singing 'Row, row, row your boat'. Children have strong bonds with the staff and are developing positive relationships with their peers.

Children benefit from the broad curriculum that is in place. They remember what they have been taught and apply this in their independent play. For example, younger children match colours and give meaning to the marks they make on paper. Older children make predictions as staff read the instructions for making hot chocolate. They say, 'The chocolate will melt.' Children develop their curiosity as they explore pine cones. They recall seeing pine cones in books they have read and say, 'These pine cones come from trees.' Children are motivated to learn and make good progress from their starting points.

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

- Leaders and staff regularly monitor and evaluate the quality of their practice. Staff are supported to continually build on their knowledge and skills through targeted professional development opportunities. They frequently discuss with leaders the impact that their professional development has had on the quality of education and care that they provide. This helps to ensure that the quality of the provision remains good and improves further over time.
- Leaders use early years pupil premium funding well to enrich children's education. They work closely with the children's key persons to consider how the funding could be used to help narrow any gaps in children's development. For example, leaders invest in specific resources to promote children's individual next steps. Children who receive early years pupil premium funding make good progress in their learning.
- Staff know children well and carry out their key-person role effectively. They take time to observe children and to find out about their interests and stages of development. Staff consider this information when planning suitable and

stimulating activities. Parents speak positively about the detailed communication they receive from their child's key person. Children thrive through this well embedded key-person system.

- Children with special educational needs and/or disabilities (SEND) are well supported by the knowledgeable staff. The special educational needs coordinator (SENCo) and other staff work in partnership with parents and other professionals to identify children's needs early. They put in place additional support to promote children's learning and development. Children with SEND make good progress from their starting points.
- Children's physical skills are promoted well through the indoor and outdoor provision. Children have many opportunities to strengthen their small and large muscles. For example, children enjoy rolling, throwing and catching balls with their friends. They skilfully roll dough as they pretend to make pizzas. Babies who are learning to walk pull themselves to stand and gleefully take steps towards the staff. Older children use pencils with control as they create pictures of their family. Children are making good progress in their physical development.
- Staff promote healthy lifestyles. They have embedded routines to promote children's health, such as regular handwashing and daily toothbrushing. At lunchtime, children are provided with nutritious foods. Children say, 'Peas are healthy,' as staff talk to them about the benefits of eating vegetables. They are developing their understanding of what it means to be healthy and how to look after their bodies.
- In the main, staff's interactions with children are positive and promote their progress well. They ask children questions and have discussions with them about their play. Staff frequently sing to children and introduce some key words to support their growing vocabulary. However, at times, staff are not confident to use their interactions with children to consistently extend their learning. This does not support all children to make the highest levels of progress, particularly in their language and communication.

Safeguarding

The arrangements for safeguarding are effective.

All staff attend regular safeguarding training. They have a clear understanding of the signs that may indicate children are at risk of abuse and how to respond. Leaders understand the distinct roles that external professionals play in safeguarding children and when to liaise with them. The premises are safe, secure and clean. Leaders assess risks in the environment effectively, ensuring that all reasonable steps are taken to minimise children's exposure to identified hazards. Leaders ensure that children are always adequately supervised and that their care needs are met. They have clear procedures in place for recording and monitoring any accidents that occur and for administering medication.

What does the setting need to do to improve?

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

- support staff to use their interactions with children to consistently extend their learning, so that children make the highest levels of progress.

Setting details

Unique reference number	2670851
Local authority	Blackburn with Darwen
Inspection number	10296506
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	98
Number of children on roll	65
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 @ Feniscowles registered in 2021. The nursery employs 10 members of childcare staff. Of these, eight hold relevant early years qualifications at level 3 and above. The nursery opens from 7.30am to 6pm, Monday to Friday, all year, apart from a week at Christmas and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting 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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