

Tiger Lily Day Nursery

25 Lutley Lane, Hayley Green, Halesowen, West Midlands, B63 1EH



Inspection date	8 May 2018
Previous inspection date	14 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Senior staff and managers, supported by their early year's advisors, have taken successful steps in addressing previous weaknesses. Collectively, they are effective in their approach and have worked hard to implement change. Purposeful self-evaluation and their commitment to improving outcomes for children have led to significant and positive changes to the nursery.
- The management team makes successful use of recently revised supervision systems. They have developed a targeted plan of professional development and regularly monitor staff's practice to support and nurture effective teaching, learning and reflective practice.
- The quality of teaching is good, overall. Well-qualified staff understand how children learn. They use observations and assessments effectively to plan challenging and exciting opportunities that enthuse and ignite children's passion for learning.
- Children receive lots of praise and recognition for their efforts and achievements which successfully promotes their self-esteem and emotional well-being.

It is not yet outstanding because:

- Staff do not consistently give children sufficient time to think and respond to the questions that are asked.
- Occasionally, staff do not organise activities and routines as well as possible to help ensure all children's involvement and engagement are fully maximised.

What the setting needs to do to improve further

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

- support staff to develop their teaching skills so that they consistently give children time to respond to the questions that are asked
- consider the organisation of activities and routines so that children's engagement and learning are fully maximised.

Inspection activities

- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times. She spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. The inspector carried out a joint observation of practice with a manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery, observation and assessment files, planning documentation and a selection of policies.
- The inspector discussed the nursery's improvement plans and the impact this has on children and their families.

Inspector

Beverley Devlin

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of their roles and responsibilities, with particular regard to protecting children in their care from abuse and neglect. Furthermore, risk assessments are used effectively and are well implemented by the vigilant staff team. Additional changes to the building have been made to prevent unauthorised persons entering. All actions and recommendations from the last inspection have been successfully addressed. Managers complete regular supervisory sessions to ensure that staff are well supported and training needs are identified. Staff performance is regularly monitored and actions are put into place to help improve teaching. This helps to ensure the quality of teaching is of a good standard. Since the last inspection, the manager has reviewed all policies and procedures and staff have been retrained in different aspects of these. Recruitment procedures ensure the suitability of staff. The managers have introduced a system to evaluate the progress of different cohorts of children. This helps to promptly identify any need for early intervention and supports all children to make good progress.

Quality of teaching, learning and assessment is good

Staff support children well and encourage them to explore their own ideas and develop their critical-thinking skills. Toddlers use glue spreaders as they create puppets, persevering as they try to stick a variety of collage materials to their chosen paper. Older children are supported to develop their mathematical understanding further as staff model space and measure language when children are being creative. They ask children questions, for example, will it go above or below or do you need it to be longer or shorter. Staff use repetition to help reinforce children's learning and understanding. Children enjoy creating pictures with paints and water play.

Personal development, behaviour and welfare are good

The nursery is a fun and welcoming place where children have fun and enjoy exploring together. On entry, settling-in visits are arranged and planned depending on children's individual needs. Healthy meals are planned to meet children's individual dietary requirements successfully. Staff sit with children during meal times and help to promote good social skills. Staff provide good opportunities for children to benefit from physical exercise and fresh air. Children learn to respect people's differences as they explore and celebrate their own cultures and beliefs and those of others. Children's behaviour is good. Staff effectively manage children's behaviour, according to their ages and stages of development.

Outcomes for children are good

All children make good progress and are well prepared for school. Young children learn to be part of a group, understand rules, share, listen and take turns. Older children follow complex instructions and communicate their ideas and feelings. They practise their writing skills and enjoy reading books.

Setting details

Unique reference number	EY415656
Local authority	Dudley
Inspection number	1118635
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	60
Number of children on roll	87
Name of registered person	Lutley Care Limited
Registered person unique reference number	RP904194
Date of previous inspection	14 November 2017
Telephone number	0121 550 2224

Tiger Lily Day Nursery registered in 2010. The nursery is open Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery employs 14 members of childcare staff. Of these, two hold an appropriate early years qualification at level 4, eight hold qualifications at level 3 and four hold qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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