

Teeny Weenies

Warstones Primary School, Warstones Road, Penn, WOLVERHAMPTON, WV4 4LU

Inspection date

22/07/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are making sufficient progress in learning and development from their starting points.
- Children are happy and have developed secure attachments with staff and friendships with other children, which promotes their sense of belonging.
- Children are supported well in settling into the setting and in their transitions to school which develops their confidence and emotional well-being.

It is not yet good because

- Planning is not based upon the identified next steps in learning for children and is, therefore, not sufficiently focussed on the individual needs of each child.
- Staff do not gain information from parents about their children's learning at home, which means that their ability to plan for their further progress is reduced.
- The organisation of the daily provision is not effective in meeting the needs of the wide range of children attending. This means their experiences are not supported as well as possible.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities and interaction between the staff and children in the main rooms and outdoor area.
- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The inspector examined a range of documentation, including planning, policies and procedures, risk assessments, and children's development records.
- The inspector considered the views of parents through completed questionnaires and face to face meetings.

Inspector

Sharon Lea

Full Report

Information about the setting

Teeny Weenies playgroup was registered in 2007 on the Early Years Register. It operates under the governance of the board of governors of Warstones Infant and Junior School in Penn, Wolverhampton. The group uses two classrooms within the school, with access to the main school building, dining area, main hall and toilet areas. There is an enclosed play area available for outdoor play for the setting and access to the school play grounds.

The provision provides playgroup sessions with wrap-around care for nursery children as part of the school's extended day provision. The setting serves the local community families and children attending the school. There are currently 55 children on roll. The setting is open Monday to Friday from 8.30am until 3.30pm, term time only. There are four staff working directly with the children. All staff have early years qualifications to National Vocational Qualification Level 2 and 3.

What the setting needs to do to improve further

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

- improve the educational programme to ensure that the activities and opportunities planned for children are based upon the individual next steps, interests and stage of development of each child.

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

- consider how the planning, provision and grouping of children can be organised more appropriately to meet the different needs of the youngest and oldest children attending the setting
- involve parents and carers in supporting their children's learning at home and sharing their children's experiences and achievements at home with the setting.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a sufficient knowledge and understanding of the Early Years Foundation Stage. This is used appropriately to plan a programme of activities and opportunities to support children's learning and development and prepare them for the next stage of learning, such as school. For example, children participate in group story times where they are

encouraged to predict what happens next in the story and follow social conventions such as listening to others and taking turns to speak. This supports the needs of older children in developing their confidence and their social skills in a larger group. However, this does not appropriately support the needs of the youngest children attending who cannot sit for longer periods of time or engage in group discussion.

Staff gain information from parents about children on entry to the setting. They observe children while playing and use these observations to identify their current stage of development and potential next steps in learning. As a result, children appear to be making satisfactory progress towards the early learning goals. However, the planning system currently in use does not clearly link activities to children's identified next steps. This means that children are not as well supported as possible in making progress.

The indoor and outdoor environments are well resourced and children access resources independently from open shelves or drawers as they initiate their own play. For example, they access musical instruments to form a marching band or a range of different tools to use in the sand. Resources are age appropriate, support all areas of learning and are of good quality. Children are encouraged to develop good habits through taking part in tidying away resources prior to snack and mealtimes.

Children develop good physical skills as they engage in activities indoors and outdoors. Staff ensure that there are daily opportunities for physical exercise and stress the importance of this to the children in promoting their health. Good use is made of the playground to encourage children to be active in their play and learning. Children can play imaginatively in the playhouse, physically on the wheeled toys, climbing frame or large sand pit. They develop their understanding of the world through experiencing the weather, seasons and caring for animals, such as the guinea pig.

Staff complete a thorough 'progress check at age two', sharing a detailed report with parents. The setting holds annual parent's evenings to update them about their children's learning and development and parents are asked to contribute their views on the setting through annual questionnaires. Parents express that they are happy with the care that their children receive and identify the benefits to their children's communication, confidence and social skills. However, parental involvement, through providing opportunities for parents to share their child's learning and development at home, is not as well developed as possible. This means children do not fully benefit from a consistent approach to their learning.

The contribution of the early years provision to the well-being of children

There is an established key person system in place, which supports children in forming positive attachments with staff. For example, settling-in sessions are provided which allow children to build attachments with their designated key person. Parents complete 'my story' documentation to ensure that information is provided to the setting about their child. This means that staff can provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being met.

Healthy lifestyles are appropriately promoted as the nursery provides healthy snacks of fresh fruit. Children have daily opportunities to be physically active in the playground, so they learn about the importance of exercise. Good hygiene routines are promoted as children are reminded to wash their hands before eating and after using the toilet. Systems are in place to inform staff of any health or dietary needs the children may have and there are thorough records of accidents and any medication administered. Children develop their self-care skills through pouring their own drinks and washing their hands. Children are supported by watchful staff to test their own physical boundaries when accessing outdoor play resources. This helps them develop a suitable awareness of keeping themselves safe.

Children are well behaved because staff have a positive attitude to behaviour management and are consistent in their approach. Consequently, children know what is expected of them and what the boundaries are. Positive praise and reward stickers support children's understanding of the benefits of positive behaviour and encourage them to repeat this. Children learn to play cooperatively from an early age as staff encourage them to share and take turns. Children are confident, friendly, well-mannered and motivated.

Children are supported through smooth transitions into the setting, with several visits prior to admission. Staff work closely with the school on site to support transitions as children progress to the nursery class and, ultimately, the main school. Staff have arrangements to share the children's achievements with teachers and other support staff on site. This helps children's continuity of care and learning as they move onto school and their next stage of learning.

The effectiveness of the leadership and management of the early years provision

The manager has a reasonable understanding of her roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are well safeguarded because staff are aware of the procedures for dealing with child protection concerns. The management team ensure that access to the premises is secure and that all staff, children and visitors sign in and out of the setting. A range of policies and procedures are in place and documentation and records are completed to meet children's health and safety needs. Risk assessments are used to ensure children's health and safety indoors, outdoors and on outings away from the setting. The management team ensures that staff are appropriately qualified and the relevant checks are carried out to ensure they are suitable to work with children.

Children are provided with an inclusive environment and learn about valuing each other's differences and the setting promotes equality and diversity. Staff are supported in their roles through appraisals and training opportunities, to enhance their professional development. The manager has some awareness of the setting's strengths and areas in need of further development. Regular support from the early year's development officer has supported the setting in moving forward. Self-evaluation also helps staff to monitor the educational programme and ensure children are making progress.

Relationships with parents and carers are good. An established key person system means that parents know who to approach, if they have concerns about their child's well-being or learning. Parents can feed back to the setting any concerns they have, either verbally, or through more formal methods, such as one-to-one meetings with the management team. Parents speak favourably about the setting and are happy with the standard of their child's care and learning. They are provided with a range of information when their child first starts in the setting and updates are provided through newsletters and annual parent's evenings.

Staff work effectively with a range of agencies and professionals to meet the needs of the children attending the setting. For example, teachers within the on-site school and children's centre workers, who they work in partnership with in providing one-to-one programmes for children. This ensures that children receive a co-ordinated service, which helps them to smoothly move on to other provision and meets any identified additional needs, if required.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY347833
Local authority	Wolverhampton
Inspection number	902970
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	55
Name of provider	Warstones Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01902 558 787

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

