

Tettenhall Tots

Shop 6 Limes Court, Upper Green, WOLVERHAMPTON, West Midlands, WV6 8QJ

Inspection date

13/02/2014

Previous inspection date

19/01/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
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 requires improvement

- Children are happy and secure as they form close relationships with staff and each other. This promotes children's emotional well-being and enables them to settle well into the setting.
- The quality of teaching is good as staff skilfully question children to encourage their thinking and support their communication and language skills.
- Staff complete regular and detailed observations of children and use these effectively to plan suitably challenging activities. As a result, children make good progress in their learning and development.
- There is a strong emphasis on parent partnership which supports children's good levels of progress. Comprehensive information is obtained about each child's starting points and care needs, enabling children to feel safe and secure when they first start at the group.

It is not yet good because

- The manager does not keep an accurate record of children's hours of attendance to ensure their safety.
- There is scope to further strengthen the communication links with parents to enable them to support continuity of children's learning at home.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two playrooms and the outside learning environment.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation.
- The inspector held meetings with the provider and the manager of the provision.

Inspector

Karen Laycock

Full report

Information about the setting

Tettenhall Tots Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Tettenhall area of Wolverhampton. The setting serves the local area and is accessible to all children. It operates from ground floor premises sited in Limes Court shopping arcade and there is an enclosed area available for outdoor play.

The setting employs 10 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above. The setting opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 54 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs.

What the setting needs to do to improve further

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

- keep a daily record of the names of the children looked after on the premises and their hours of attendance.

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

- strengthen further the communication links with parents, for example, by encouraging and enabling them to support continuity of children's learning at home.

Inspection judgements

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

The quality of teaching is good because all staffs' knowledge about how to teach, assess and plan to support children's learning is effective. This enables children to make good levels of progress towards their next stage of learning, including school. This includes, children with special educational needs. The focus on helping children acquire communication and language skills, and on supporting their physical, personal and social development helps all children, including babies, make good progress from their starting points. Educational programmes are effective in covering all seven areas of learning. Staff make regular and precise assessments of children and use these to plan suitable challenging activities. Parents contribute to initial assessments of children's starting points on entry and they are kept well-informed about their children's progress. For example,

each day, staff are available to talk to parents about their child's learning and they are invited to more formal parents' evenings each year. The progress check at age two is completed in partnership with parents, which also means that parents are aware of the progress their child is making, whether there are any gaps in development and how these gaps will be closed. Parents spoken to on the day of inspection describe how information is shared on a regular basis, with staff being very professional and approachable. However, there is scope to strengthen the communication links with parents to enable them to further support their children's learning at home.

Children's hand and finger control are enhanced through well-planned activities, such as making a card for Valentine's day. For example, young children learn how to use a spatula successfully to spread glue onto a card. Children freely access resources, such as pencils, pens, paints, brushes, crayons and felt pens to draw pictures of what they see and to make marks. This supports their small physical skills to promote their early writing skills. Children's learning is further extended by exploring and talking about the materials offered to create the card, including learning to describe the size, shape and texture. Children's confidence and communication skills are promoted as they take an active part in singing action and number rhymes. They also enjoy listening to stories and are eager to turn pages and repeat words and use the props that the setting has collected to enhance the story-telling sessions. As the children repeat the names of the characters this helps to extend their vocabulary. The children are fully engaged and motivated by the story as they match the props from those in front of them to the characters in the book extending their mathematical knowledge as they organise and categorise objects.

Staff use the children's characteristics of learning to plan activities. They encourage children to play and explore and be active. For example, children thoroughly enjoy investigating different natural objects, such as pine cones and twigs. Babies explore shaving foam, glitter and paint with excited exclamations as they examine the marks they make. Children are encouraged to learn about numbers, the days of the week and the weather as they take part in the 'today' activity. Staff skilfully question the children about the previous day's weather, encouraging recall and conversation between the children. The children are enthusiastic and engage in the activity which also encourages their listening and concentration skills. Staff talk to younger children at every opportunity; they smile and copy sounds or expressions that babies make. This helps to consolidate early communication and language skills and provides a basis for future development. Sensory and exploratory play is planned for everyday and simple puzzles and discovery toys are available at low-level to enable children to have opportunities to lead their own play. Older children are very confident when choosing their own activities and enjoy playing independently with trains, small world figures, computers and dressing-up clothes. This shows that children are confident to try new things, can lead their own active play and are suitably placed for developing their learning further and have the key skills needed for their next stage of learning, including school. Staff use stimulating resources and children's interests well to encourage children to use their bodies in different ways and this helps to support their overall physical development. For example, staff encourage children to use the large outside play equipment to go up, over and under as they act out a favourite story. Children develop physical skills when they use wheeled toys, suitably negotiating other children and objects. Toddlers enjoy kicking balls to adults and other children and playing chasing games that help them to learn to use their bodies in different

ways while enjoying being energetic.

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

Children are happy and safe attending the setting. However, children's well-being is compromised as the manager does not ensure that children's attendance at the setting is accurately recorded. Settling-in sessions, individual to the needs of each child, help to make the transition into the setting easier. The staff obtain useful information about the children. For example, initial details about care routines and likes and dislikes are shared through completion of enrolment documents. This means children's needs are well-met from the outset. This helps children to settle quickly and happily into the setting and results in them developing a strong bond with the staff. Because of this, children are confident to explore the setting and seek emotional support from staff when they need this. Staff are good role models, treating children with kindness, politeness and respect. Staff give children individual attention which helps to ensure that each child feels valued. Children move freely around the playroom and enjoy playing with the resources available which promotes their confidence and independence. Children enjoy each other's company, seeking out friendships and forming relationships. As children arrive at the setting they are warmly greeted by the staff and the other children. The setting ensures that the children are aware of the expectations regarding their behaviour. For example, there are basic rules, such as being kind to each other and sharing, helping to look after and tidy the toys. This supports children to respect one another and understand appropriate boundaries. Consequently, children are well-behaved and develop good social skills. This along with the staff helping to develop their literacy and numeracy skills helps prepare them for transition to school when the time comes.

Healthy lifestyles are promoted as the staff encourage children to eat a healthy diet and try different foods. Snacks are freshly prepared and include a variety of fruits. Children bring in their own lunches and staff discuss with parents and children the importance of a healthy lunch. Children enjoy lively and bubbly conversations at snack and mealtimes, which help them to understand the importance of a healthy diet to 'be strong'. Children are developing their independence skills, for example, they are encouraged to put on their own coats, shoes and wellingtons. Children develop a good range of physical skills as they enjoy regular opportunities for fresh air and exercise. Children are supported well to develop an awareness of their own toileting needs and the children are reminded to wash their hands at appropriate times during the day. The children are fully aware that they do this 'to dead the germs'.

Staff supervise children well in the setting. Risk assessments are in place and staff understand how to minimise hazards. Children gain a good understanding of how to keep themselves safe, for example, when learning how to cross the road during walks to the local library. Staff enable children to take safe risks under close supervision, such as when using larger equipment in the outdoor area. Systems are in place for parents to share information with the setting about any health or dietary issues the children may have and there are thorough records for accidents and any medication administered.

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

The arrangements for safeguarding children in the setting are satisfactory. However, the provider has failed to keep accurate records of children's hours of attendance. This is a breach of the requirements for the Early Years Register and the Childcare Register. The provider and staff are clear about the procedures to be followed if they have concerns regarding children in their care. Robust recruiting and induction programmes ensure staff are suitable to work with children. These procedures contribute positively to the safeguarding of children.

Staff appraisals are carried out annually to identify training needs and to set targets for professional development. This means that staff have opportunities to enhance their skills to support children's learning and care effectively. The impact of staff qualifications, training and development on the quality of the teaching and learning experiences for children is generally positive. Staff have a good understanding of promoting children's learning appropriately. Monitoring is supportive so that staff have an understanding where improvements can be made. However, it is not sufficiently rigorous or effective enough to ensure an accurate record of children's attendance is maintained.

Partnerships with parents are established from the onset of starting at the setting. The manager encourages parents to express their views on the care of their children and welcomes their feedback to use for her continual development. Comments from parents include, 'my child loves it here and is learning so much' and 'i am really pleased with the nursery. My child is really settled and is learning to write his name'. However, there is scope to enhance the communication links with parents to enable them to further support their children's learning at home. There are established working relationships with other professionals. These liaisons support children's learning and development appropriately. The manager is aware of the importance of sharing information to promote children's individual development if they attend any other setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY287746
Local authority	Wolverhampton
Inspection number	861288
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	25
Number of children on roll	54
Name of provider	Faye Joanne Turner
Date of previous inspection	19/01/2009
Telephone number	01902 741 001

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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.

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