

Tettenhall Green Kindergarten

United Reformed Church, Mount Road, Wolverhampton, WV6 8HT

Inspection date

Previous inspection date

04/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff place a clear focus on supporting children's personal, social and emotional development, communication and language, and physical development. Therefore, children make good progress, in particular, in these three prime areas and are well prepared for school.
- Staff establish a friendly and warm relationships with parents and carers from the start, and daily discussions about their children's care and education keep them up-to-date and well informed about their children's progress.
- Keeping children safe and teaching them about keeping themselves safe is given good regard by the whole staff team. Safeguarding policies, procedures and strategies are effective in protecting and safeguarding children.
- The manager is clearly motivated in working with the staff team to continuously improve the service provided. This results in a team that recognises the value of continuous improvement and how it impacts on children's achievement.

It is not yet outstanding because

- The programme for mathematics is not always planned to include more practical opportunities for children to consider mathematical concepts during their play.
- Systems to coach staff are not maximised to help them make even better use of all activities provided, in order to further build on children's vocabulary during these experiences and therefore enhance learning.

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 playroom and the outdoor play area.
- The inspector held a meeting with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and from the feedback survey.

Inspector

Parm Sansoyer

Full report

Information about the setting

Tettenhall Green Kindergarten was opened in 2006 and re-registered in 2014 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It operates from two rooms in the United Reform Church, in Tettenhall Wood, Wolverhampton. Children have access to an enclosed outdoor play area. The kindergarten serves the local and surrounding areas and is opened from Monday to Friday during the school term only. Morning sessions are from 9.15am to 11.45am with a wraparound service from 11.45am to 12.15pm. The after school club is open from 3pm to 5.30pm, Monday to Thursday and from 3pm to 5.15pm on a Friday. Children attend for a variety of sessions. There are currently 54 children on roll, 31 of whom are in the early years age range. There are five members of staff employed. Of these, one holds a qualification at level 6 in early years and the others hold a qualification at level 3. The kindergarten is a member of the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- use more fully the role-play area, sand and water to provide even more practical opportunities for children to consider mathematical concepts, such as weight, measures and capacity
- to further enhance learning coach staff to take advantage of each activity, to increase further children's vocabulary.

Inspection judgements

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

Staff use topics well to promote the seven areas of learning and motivate children. For example, topics, such as all about me, people who help us and transport are used well to focus children's learning. Staff use these topics as a good base to offer purposeful play through a mix of adult-led and child-initiated activities, which are enjoyed by the children. There are effective systems in place to track children's progress and for staff to observe children's play. This results in staff using this information well to inform their planning and to adapt activities to support children's interests and learning. Staff place a strong emphasis on ensuring children have the key skills needed for their next steps in learning, including school, by focusing on supporting their learning in the three prime areas. Parents and carers are encouraged to get involved in their children's learning from the outset. For example, they complete the 'All about me' form, which gives key information about the children's development and this information is added to the initial baseline assessment of children's development. A 'wow' board, has recently been introduced to give parents and

carers the opportunity to continually contribute to their children's assessment, by offering observations of their children's achievements at home. This is in the early stages and therefore it is too early to see the impact of this.

Staff use the session well by ensuring there is a clear routine in place, which incorporates a broad range of experiences in a short space of time. Children are happy, confident and develop strong bonds with their friends as they freely share their ideas and cooperate during their play. Staff use circle time well at the start of the session to engage children in discussion about the past, present and forthcoming events. Children are vocal as they discuss the weather and use words, such as 'month', and recite the days of the week. Children are confident speakers as staff show a genuine interest in their ideas, thoughts and opinions. Staff are attentive and ask open-ended questions to make them think. However, there is scope to enhance further, the good staff interaction with children during activities to build on children's vocabulary, to further enhance their learning. Staff support the children's physical development well. Children have daily opportunities to use the outdoor area and also benefit from a further physical session, indoors. Staff use the outdoor area well by planning experiences for children which are often linked to the topic. Children confidently use wheeled toys, climb and balance on the fixed play equipment and use small physical play equipment, such as hoops and balls. Children have meaningful experiences to learn about the natural and wider world. Children learn about their own and others' families and traditions. For example, children have been sharing information about themselves and their families and looking at similarities and differences. Staff encourage children to observe changes in the environment, and children show a real interest in the local weather and in other countries they have visited. Children have sown cress seeds and runner beans, and learn how to care for them and learn about the life cycle of living things. When outdoors children show a keen interest in looking for insects and know that moist conditions attract the snails and know to look under leaves to find insects.

Staff provide good opportunities for early literacy. Children show a real fondness for books and stories as staff use these well by linking them to the current topic, to help reinforce learning. Children show a fondness for using writing materials. For example, both boys and girls freely choose to use the various notepads and make marks during their play, while others are absorbed as they paint at the easel. Children show good levels of concentration as they copy their names and staff encourage children to link letters and sounds. Children's mathematical learning is fostered well. Staff use the daily routine and naturally occurring events for children to consider shape and count. For example, children are encouraged to count how many children are in the line. Children use a varied range of resources, such as puzzles, construction toys and threading laces, to problem solve, count, sort, match and make patterns. However, there is scope to further enhance the programme for mathematics. For example, staff do not always make the most of the role-play area, water and sand to include a mathematical element, such as weight, measures and capacity. The programme for expressive art and design is strong. Children have daily opportunities to explore a variety of materials, tools and techniques to investigate colour, design and texture. For example, children mix various materials, such as glue and shaving foam, explore wet and dry materials, use a variety of painting techniques and make three-dimensional models.

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

The assigned key-person system is effective in ensuring staff get to know their key children and their parents and carers. Parents and carers spoken to on the day of the inspection speak very highly of the staff, how much their children enjoy coming and the progress they have made. Children are happy, confident and feel safe due to the positive relationships fostered with all the staff as they are all cared for in one room. Links with the main feeder school are strong as many of the children on roll also attend the school nursery part time. Assessment arrangements are shared for these children and the sharing of information about their care, education and welfare is good. Links with the other local schools continue to strengthen to support transition.

Children are well behaved and know the routine, and respond well to changes in the routine. Children are keen to help tidy up before they go out to play and understand the agreed codes of behaviour. Staff incorporate good opportunities for children to learn about staying safe. For example, children know how to keep themselves safe when leaving the building and the importance of wearing their seatbelts when in the car. Strong connections with the police result in them regularly visiting the children to reinforce safety messages. Children show a good understanding about being healthy and why exercise is important. For example, staff ensure healthy eating and keeping their bodies healthy, such as cleaning their teeth, are covered well throughout the educational programme.

Effective written risk assessments are in place to minimise any potential hazards and therefore children can move safely and freely both indoors and outdoors. Staff supervise the children well to secure their safety. Staff set out the room daily and create a warm and welcoming environment for both children and their parents and carers. Overall, the resources and activities are used well to capture the children's interests and meet planned goals in learning.

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

There are systems in place to ensure staff are suitably vetted, to secure the children's welfare and safety. New staff receive an induction in their first week of employment, which includes the safeguarding and health and safety policies. This ensures they are clear what to do in the case of any such incident occurring. All staff have a good understanding of the safeguarding policy and are able to identify the signs and symptoms of abuse to help secure children's welfare.

The registered individual is also the manager and is involved in the care of the children. This results in a manager who has a good overview of the service provided and the educational programmes. She is in a good position to model good practice and observe staff teaching daily and has accurately identified areas for further development. She supports this well-qualified staff team well through daily, and ongoing discussions, staff supervision and the appraisal system in place. Children's observation and assessment records are regularly monitored to ensure they are consistently completed and staff offered good support to increase their skills. Staff report they are confident to share their

ideas as their contributions are valued. They are encouraged to reflect on their practice to constantly improve what they are doing.

Discussion with parents on the day of the inspection and the feedback survey clearly indicate that they are happy with the service provided. The displays are informative and provide parents and carers with useful information about the policies, routine, snacks and activities on offer. There are effective systems in place to work with other professionals involved with the children, when the need arises, to secure the children's well-being, education and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY473625
Local authority	Wolverhampton
Inspection number	951365
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	54
Name of provider	Lisa Clair Haynes
Date of previous inspection	not applicable
Telephone number	07907683096

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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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