

# Tettenhall Green Kindergarten

United Reformed Church, Mount Road, Wolverhampton WV6 8HT



<b>Inspection date</b>	1 October 2018
Previous inspection date	4 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- Staff do not complete the required progress checks for children aged between two and three years, or provide parents with a written summary.
- Each child is not assigned to a specific key person to help ensure that their learning and care are tailored to meet their individual needs.
- Staff do not embed information taken from assessments of children's learning and development to influence their practice.
- Staff do not obtain enough information from parents about their child's prior learning when they first start, to enhance children's development fully from the very start.

### It has the following strengths

- Staff encourage children's communication and language development well. For example, they use strategies, such as questioning and repetition, to promote this.
- Children's behaviour is good. Staff have high expectations. They provide consistent guidance and praise to help children understand what is expected of them.
- Staff provide a warm and welcoming environment. They are caring, affectionate and support children to settle well, and effectively promote their emotional well-being.
- Staff keep parents well informed about their children's day. Parents state that they are happy with the service provided and comment that they would recommend the nursery to others.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the progress check for children between the ages of two and three years is complete to support children's development and provide all parents with a summary of their child's progress at this time	15/10/2018
assign each child a key person to help ensure every child's learning and care is tailored to meet their individual needs in liaison with parents.	15/10/2018

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

- undertake a review of how assessments are completed to ensure a clear picture is provided of the progress that individual and groups of children make overtime
- enhance opportunities for parents to be involved in sharing what they know about their child when they initially join the setting, to support staff in identifying children's starting points for learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the kindergarten manager.
- The inspector held a meeting with the kindergarten manager/provider. She looked at relevant documentation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julie Preston

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The manager and staff have a clear understanding of safeguarding issues and what to do if they have any concerns about a child's welfare. Staff supervise children well and maintain a safe and suitable environment. The provider has appropriate recruitment and induction procedures in place, and checks staff's ongoing suitability regularly. Links with local schools are established. This helps support children who attend the school nursery in conjunction with the kindergarten and when they move on to full-time school. Self-evaluation involves input from the staff team and parents, and helps identify areas to focus on for improvement. Staff receive some training and have regular supervisory meetings with the manager to discuss their performance and identify areas for improvement. However, the manager does not currently involve staff enough to support her assessment of younger children to involve them fully in the process.

### Quality of teaching, learning and assessment requires improvement

Staff understand the learning and development requirements well. Activities are rooted in children's interests, cover all areas of learning and they enhance learning effectively. Staff actively engage in the children's play and are led by what they want to do. However, teaching for younger children does not focus enough on children's individual next steps in learning. This is because individual key persons have not been identified and assessment processes are not rigorous enough to support children's learning and development effectively. For example, the staff team is not involved in assessment and the required progress check for two-year-old children is not completed. In addition, staff do not involve parents in their children's learning from the outset. They do not gather precise information about children's capabilities when they first start at the kindergarten, to establish their abilities accurately.

### Personal development, behaviour and welfare require improvement

Staff provide a warm and welcoming environment, where staff promote children's welfare and meet their individual care needs effectively. Staff are playful and enthusiastically join in with games, to the children's delight and amusement. Staff frequently praise children throughout activities. This helps to build children's confidence and sense of self-esteem. However, the lack of an assigned key person for younger children compromises children forming a strong bond, particularly during settling in and within daily sessions. Staff support children to adopt a healthy lifestyle. For example, they provide daily opportunities for them to be active, to eat a range of nutritious meals and snacks, and to learn what constitutes a healthy lifestyle.

### Outcomes for children require improvement

Children are motivated and eager to explore a wide range of resources. They learn self-help skills while in this well-planned and enabling environment. However, weaknesses in the assessment processes mean that staff do not fully support children to make the best progress possible. Nonetheless, children acquire some basic skills in readiness for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	EY473625
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10069899
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Haynes, Lisa Clair
<b>Registered person unique reference number</b>	RP516754
<b>Date of previous inspection</b>	4 July 2014
<b>Telephone number</b>	07707 570044

Tettenhall Green Kindergarten registered in 2014. The kindergarten employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including one with qualified teacher status. The kindergarten opens from Monday to Friday during school term time. Sessions are from 9.15am until 11.45am with a wraparound service from 11.45am until 12.15pm. The kindergarten also offers after-school provision for school-aged children from 3pm until 5.30pm on Monday to Thursday, and 3pm until 5.15pm on Friday.

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.

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