

Teeny Tots Playgroup Ltd

17 Chesterton Road, WOLVERHAMPTON WV10 8SP



Inspection date	24 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The recruitment processes are not robust. Managers have failed to complete and keep records of all identify and vetting checks for new staff starting at the playgroup.
- Mangers have failed to implement effective systems to check that all those working with children are suitable to do so on an ongoing basis.
- Key persons do not make consistently precise assessments of children's learning. They are unable to use this information to plan and carry out quality activities that take account of children's key next steps and promote their good progress.
- The arrangements for staff supervision and professional development are not good enough. Therefore, staff do not all have a clear understanding of their responsibilities, including teaching.
- Children do not yet benefit from a broad range of learning experiences outside. There is scope to develop the provision for outdoor play.
- Staff do not routinely share enough two-way information with other providers about children's care and learning to help foster good continuity.
- Managers do not monitor the quality of teaching and children's progress carefully enough to help promote good learning outcomes for all children.
- Managers do not make the best use of self-evaluation to reflect on all weaknesses in practice and take effective action to address them to continually improve.

It has the following strengths

- Staff are warm and friendly. They get to know children and their families well when they first start, using their settling-in processes. Children are content attending and parents are happy with the service.

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
improve the recruitment processes and keep records of the identify and vetting checks that have been carried out when new staff, including apprentices, start at the playgroup	14/02/2019
ensure effective systems are in place to check that all those working with children are suitable to do so on an ongoing basis throughout their employment	14/02/2019
ensure key persons make consistently precise assessments of children's learning and use this information to plan and carry out good-quality activities that take account of children's next steps in order to help promote their good progress	28/03/2019
improve the arrangements for staff supervision and professional development to help ensure all staff have a clear understanding of their roles and responsibilities, including teaching.	28/03/2019

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

- develop further the provision for outdoor play to help children benefit from a broader range of learning experiences outside
- extend partnerships with other providers and share two-way information about children's care and learning more directly to help foster good continuity
- monitor the quality of teaching and children's progress more carefully to help promote good learning outcomes for all children
- make better use of self-evaluation to reflect on practice and take effective action to address all weaknesses to continually improve.

Inspection activities

- The inspector was accompanied on the visit by Ofsted inspector Rachel Burt. She assisted the inspector in gathering evidence during the inspection.
- The inspectors observed the quality of teaching during activities indoors and outside. They assessed the impact this has on children's learning.
- The inspectors completed a joint observation with the manager of the playgroup.
- The inspectors spoke to staff and held a meeting with the playgroup management team.
- The inspectors looked at relevant documentation and checked evidence of the suitability of staff working in the playgroup.
- The inspectors spoke to children and parents during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is inadequate

The arrangements for safeguarding are not effective. Managers have failed to ensure all staff are suitability vetted for the role, including apprentices. This is because they do not carry out all necessary identity and recruitment checks prior to their employment. Furthermore, managers are unaware of their responsibility to ensure their staff ongoing suitability. Therefore, they do not carry out necessary checks on staff during their employment to determine if all aspects of their suitability remains unchanged. Therefore, this does not help to fully protect children and safeguard their welfare. The environment is clean, safe and secure. Staff supervise the children well and they also carry out daily risk assessment checks to help reduce any hazards. Managers and staff have a sound understanding of child protection issues. They know how to identify and manage different types of concerns. Staff are supervised and arrangements for their professional development are in place, including child protection and first aid. However, overall, these are not good enough. Staff are not fully equipped with all the skills they need to fulfil their roles. This is because training is not of the highest priority in this playgroup, including developing teaching practice. Managers do not utilise self-evaluation effectively to reflect on the weaknesses within the playgroup. Therefore, they are unable to take effective action to address them and achieve good standards.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Key persons know children fairly well. However, they do not always use what they know to make the most precise assessments of their learning. Furthermore, key persons do not always plan activities with children's identified next steps in mind or spend enough time with their key children during sessions to extend their learning. Nevertheless, the curriculum is generally broad inside. Children have fun and enjoy attending. For example, children enjoy imaginative play using small-world dinosaurs and materials in a tuft tray or role play with home-corner resources and the play dough in the 'café'. Children also like some investigatory play in water, both frozen and unfrozen, and finding bugs outside. This helps to build on some aspects of their learning. Partnership working is more successful with some of those involved in children's lives than others. For example, staff share more two-way information with parents and professionals than they do other providers. Children do not yet benefit from the best continuity between the playgroup, home and other settings they attend. Managers are not monitoring the quality of teaching or children's progress effectively. Therefore, children's overall attainment is not good enough.

Personal development, behaviour and welfare are inadequate

Children's safety and welfare are potentially comprised due to weaknesses within the management of the setting, specifically the arrangements for staff initial vetting and ongoing suitability checks. On the other hand, staff promote some aspects of children's physical well-being. For example, they promote healthy eating as they provide nutritional snacks and drinks. They ensure children adopt good hygiene, such as routine handwashing. They also encourage exercise. Children enjoy riding on wheeled vehicles in the garden. The environment inside is bright and well resourced. However, the outdoor play provision is not yet as well established as possible. Therefore, overall, children's

education does not benefit fully from their access to outdoor play. The playgroup is inclusive. Staff find out about and value children's different backgrounds and home lives. They help them learn about each other's faiths, cultures and languages. Staff also manage children's behaviour in a positive way. This helps foster tolerance and respect.

Outcomes for children require improvement

Overall, children's enthusiasm and motivation to learn are not fully encouraged and, therefore, they do not progress as well as possible from where they started. Nevertheless, the manager is knowledgeable about her special educational needs coordinator role. She ensures children with additional needs benefit from the help and support they require. In the main, children are confident and independent. They freely flit between activities and make self-chosen play choices. Children are learn to communicate through their play and exploration with their teachers and peers around them. Children are also fairly well supported to share, take turns and negotiate during activities. Children develop some literacy skills. They take an interest in looking at books with their teachers. They also like making marks, drawing and writing letters using pens on the white board. Therefore, children are developing some of the skills they need for their next stage of learning and eventual move on to school.

Setting details

Unique reference number	EY538777
Local authority	Wolverhampton
Inspection number	10089641
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	Teeny Tots Playgroup Ltd
Registered person unique reference number	RP538776
Date of previous inspection	Not applicable
Telephone number	01902 472852

Teeny Tots Playgroup Ltd registered in 2016 and is located in Wolverhampton. The playgroup employs four members of staff to work with the children, all of whom hold an appropriate early years qualification at level 3. The playgroup opens Monday to Friday, term time only. Sessions are from 8.30am until 11.30am and from midday until 3pm. The playgroup provides funded early education for two-year-old children.

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