

# Teeny Tots Playgroup Ltd

17 Chesterton Road, WOLVERHAMPTON WV10 8SP



<b>Inspection date</b>	7 June 2019
Previous inspection date	24 January 2019

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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

### This is a provision that requires improvement

- Staff do not always provide support for children's learning during free play. Some children play without purpose and the level of noise is high. This impacts on all children's ability to achieve consistently good outcomes.
- Arrangements to monitor staff teaching and for staff to attend training have not been sufficiently embedded to make improvements to the quality of teaching. This means children do not make the best possible progress.
- There are no plans in place to monitor the progress made by different groups of children to help identify and reduce any differences in development and ensure any gaps are swiftly closed.

### It has the following strengths

- Staff know the children and their families very well. Children form warm and trusting relationships with staff. This helps to support children's emotional well-being.
- Staff effectively use resources to build on children's interest and spark their imagination. For example, when children play in soapy water, staff provide large cars for them and suggest they are in a 'carwash'.
- Staff have effective links with other professionals, such as speech and language therapists and local special educational needs coordinators. This means children with special educational needs and/or disabilities (SEND) are identified swiftly and supported well to narrow possible gaps in their learning.

## What the setting needs to do to improve further

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

	Due date
improve the support and challenge that staff give to children to ensure they guide children's learning through purposeful play experiences	22/07/2019
build on the support, training and coaching to enable staff to effectively promote all children's learning and development so that they make good progress.	22/07/2019

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

- develop monitoring to include the progress of different groups of children, to help identify and reduce any differences in their 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 evaluated staff's assessment of children's progress and how they plan for children's next steps in learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working within the setting.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Lorraine Lawton

## Inspection findings

### Effectiveness of leadership and management requires improvement

The playgroup has improved since the last inspection. However, systems have yet to develop to precisely address weaknesses and drive continual improvement. Partnerships with parents are strong, for example through daily communication and home visits. Staff ask parents for their views and offer them 'stay and play' sessions. Funding for children with SEND is spent to obtain valuable play equipment. Different family backgrounds are promoted. For example parents provide foods, such as samosas, for children to taste during the celebration of Eid. Safeguarding is effective. Staff have a good knowledge of child protection matters and the wider aspects, such as female genital mutilation. Revised recruitment procedures and systems to ensure staff's ongoing suitability are robust.

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

The small staff team covers a large mixed-age range of children in addition to carrying out other tasks. Therefore, staff are not able to meet all children's learning and development needs. That said, they give valuable one-to-one attention to children with SEND. Staff encourage children to count and identify colours. They provide ample opportunities for children to be creative. Children practise their early writing skills by making marks on the wipe board. They hunt for bugs outdoors. Children name the millipedes, earwigs and woodlice they have found and put into their buckets. Key persons swiftly complete a baseline assessment of children's starting points alongside parents' information of their children's prior learning. All parents receive a written summary of their children's progress and are invited to comment.

### Personal development, behaviour and welfare require improvement

Due to the high level of noise indoors during children's free play, their ability to listen to staff and each other and to concentrate is impaired. This impacts on their learning indoors. When outdoors, staff enable children to handle and care for the bugs they have found. They encourage and show children how to return the living bugs back to the ground, where they can be with their families. Staff remind children to share and take turns. Older children are very independent and capably manage their own personal hygiene. For example, they know to wash and dry their hands after going to the toilet. Staff sing to younger children to help them feel relaxed during intimate care routines. Children's good health is promoted and staff help parents to provide healthy food in children's lunch boxes.

### Outcomes for children require improvement

Children do not fully receive the support they need to make the best possible progress in their learning. However, overall, they gain the key skills to help them for the next stage in their learning or eventual move to school. In the main, children are confident and independent and they thoroughly enjoy their time at the playgroup. They develop good relationships with each other, readily talk about their home life and are confident to talk to visitors. Older children know that mermaids live in the sea. Younger children show what they can do, such as singing 'twinkle, twinkle, little star'.

## Setting details

<b>Unique reference number</b>	EY538777
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10094589
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Teeny Tots Playgroup Ltd
<b>Registered person unique reference number</b>	RP538776
<b>Date of previous inspection</b>	24 January 2019
<b>Telephone number</b>	01902 238855

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

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