

# Tettenhall Tots

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



|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 19 August 2019 |
| Previous inspection date | 13 April 2017  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Inadequate</b><br>Good | <b>4</b><br>2 |
|---|---|---------------------------|---------------|
| Effectiveness of leadership and management                    |   | Inadequate                | 4             |
| Quality of teaching, learning and assessment                  |   | Inadequate                | 4             |
| Personal development, behaviour and welfare                   |   | Inadequate                | 4             |
| Outcomes for children   |   | Inadequate                | 4             |

## Summary of key findings for parents

### This provision is inadequate

- Children's welfare and safety are significantly compromised. The provider, who is also the manager, does not follow safe recruitment procedures. She does not ensure that all suitability checks have been completed for new staff members. She fails to record the required information about staff vetting processes.
- The provider has received a recent notice to improve relating to the supervision of staff. However, she is not demonstrating the capacity to improve, and, despite the notice, she is still not monitoring the quality of teaching and children's learning. She does not provide staff with effective support, guidance and coaching to raise the quality of children's learning experiences.
- The key-person system is weak and does not support children to make secure attachments. Staff do not know about children's individual learning requirements. Assessment is not well used, and staff do not plan activities that target children's development needs. This significantly hinders the progress that children make.
- Some staff working with older children do not consistently listen to children and respond to what they say. This has a negative impact on children's self esteem and confidence because staff ignore them.

### It has the following strengths

- Staff provide appropriate support to help children learn to manage their behaviour.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

|  | Due date   |
|--|------------|
| obtain an enhanced criminal records check in respect of every person aged 16 and over who works on the premises when children are present  | 16/09/2019 |
| record information about staff qualifications and the identity checks and vetting processes that have been completed for all those working on the premises   | 16/09/2019 |
| implement effective arrangements for the monitoring, support and coaching for staff and identify and act on weaknesses in practice, to meet children's learning needs and improve the quality of teaching, learning and assessment | 16/09/2019 |
| implement an effective key-person system to ensure staff know children well, plan accurately for each child's learning and promote secure attachments.   | 16/09/2019 |

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

|   | Due date   |
|---|------------|
| implement effective systems to observe, assess and monitor children's progress, to accurately plan for their next stage in learning and help them to make progress and gain the skills needed in preparation for school | 16/10/2019 |
| ensure that staff consistently listen to children to respect their ideas and help them to gain a positive sense of themselves.  | 16/09/2019 |

## Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records. The inspector carried out joint observations with the manager.
- Ofsted carried out this inspection as a result of a risk assessment, following information we received about this provider.

**Inspector**  
Anne Dyoss

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The provider does not follow safe recruitment procedures. She has not ensured that all of the required checks have been carried out on all staff. She leaves staff whose suitability has not been verified to work with children unsupervised and allows them to manage children's intimate care needs. This puts children at considerable risk. The provider does not maintain all necessary records relating to staff employment. This includes details relating to vetting processes, such as references, identity verification and criminal records checks. This means that the suitability of staff cannot be guaranteed. The designated safeguarding lead has attended relevant training. Staff have a sound understanding of the possible signs that a child is at risk of harm and the correct procedures to follow if they have concerns about a child's welfare. This includes reporting any concerns about a member of staff working at the setting. Staff make effective risk assessments of the areas where children play. Ratios are met and staff supervise children suitably. They take appropriate action when children have accidents. The provider has appointed a deputy who can take charge in her absence. However, the provider does not invest in her staff. She fails to monitor their interactions with children and does not support their continued professional development. This means that staff are not clear about their roles and responsibilities. This has a very negative impact on outcomes for children. Although the provider monitors assessment and planning, she does not identify weak areas of staff practice. The key-person system is ineffective. The provider does not ensure that staff who are covering in a child's key-person's absence have a suitable knowledge about the children they are supporting. They do not know about children's individual learning requirements. This has a significantly negative impact on the progress that children make and how well they are prepared for school. Self-evaluation is weak and has not identified breaches in requirements.

### Quality of teaching, learning and assessment is inadequate

Although staff monitor the progress that children make, this information is not accurate or well used to identify all gaps in children's learning and development. Staff do not plan effectively to ensure that each child is challenged well and receives quality learning experiences. Next steps are very limited, and staff do not consider all areas where children need further support. As a result, teaching is not matched to children's age or stage of development. This has a negative impact on children's learning experiences and the progress they make. Staff do not recognise when to adapt and extend the play for older children. They do not ensure that activities and resources reflect the age of children and do not consider how to plan for a group of mixed-age children. As a result, children's play becomes repetitive, they are not challenged and their learning is not supported.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management significantly compromise children's safety and well-being. Children's emotional security is not supported because of the frequent changes to the staff working with them and the poor key-person system. Staff ensure children's nappies are changed frequently and attend to their care routines

appropriately. Children have access to drinking water throughout the day. At times, some staff working with older children do not acknowledge or respond to what children say to them. This discourages children from contributing because their ideas are not valued. This does not support children's self-esteem or confidence. It does not foster positive relationships.

### **Outcomes for children are inadequate**

Children's learning experiences and development are poor. The ineffective key-person system, poor assessment and weak teaching have a very negative impact on the progress that children make. Children are not well prepared for the next steps in their learning.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY287746                           |
| <b>Local authority</b>                           | Wolverhampton                      |
| <b>Inspection number</b>                         | 10119275                           |
| <b>Type of provision</b>                         | Childcare on non-domestic premises |
| <b>Registers</b>                                 | Early Years Register               |
| <b>Day care type</b>                             | Full day care                      |
| <b>Age range of children</b>                     | 0 - 4                              |
| <b>Total number of places</b>                    | 45                                 |
| <b>Number of children on roll</b>                | 75                                 |
| <b>Name of registered person</b>                 | Turner, Faye Joanne                |
| <b>Registered person unique reference number</b> | RP514475                           |
| <b>Date of previous inspection</b>               | 13 April 2017                      |
| <b>Telephone number</b>                          | 01902 741 001                      |

Tettenhall Tots registered in 2005. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and two hold a level 2 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide free early education for children aged two and three years.

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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