

# Inspection of Tettenhall Green Kindergarten

United Reformed Church, Mount Road, Wolverhampton WV6 8HT

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Inspection date:

3 October 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children are warmly welcomed into a safe and inviting space, which is set up daily with their needs in mind. Staff focus on supporting children's emotional well-being and help them settle on arrival. Staff are becoming familiar with the recently introduced planning and assessment systems and teaching is variable. On the occasions when teaching is good, children are motivated and eager to learn. For example, staff encourage children to explore light, dark and colour as they help children to use the fairy lights in plastic bottles and in the dark. However, not all activities have a clear enough learning intention, and on these occasions, they lack challenge and children do not show sustained levels of interest. Staff help children talk about what they are doing and extend their language skills. However, children do not have enough opportunities to explore mathematical and literacy concepts in preparation for school. Children enjoy exploring the resources available. For example, they investigate the natural resources, such as the fir cones, acorns and leaves, as they create their autumn collage. Children respond well to changes in the routine, such as when staff ring the bell and it is time to tidy up. Staff reinforce the behaviour expectations well at the start and throughout the session. Children respond well to reminders of how to behave and are happy and confident in their environment.

### **What does the early years setting do well and what does it need to do better?**

- Significant progress has been made to address the actions raised at the last inspection. Children's welfare and safety is prioritised well. Effective risk assessments are carried out to ensure children can play safely and the required vetting and accident procedures are in place.
- The team have made effective use of the guidance and support received from the local authority. This is helping them to improve the quality of teaching and use of children's assessment information. However, more time is required to embed these systems further to ensure all staff confidently and consistently provide challenging activities to help children make good progress across the curriculum.
- Staff benefit from supervision and training to help improve their knowledge and skills. However, the manager does not regularly observe individual staff's practice to help them identify precisely how they can raise the quality of their teaching even further. The processes for using self-evaluation to reflect on practice and drive improvement are in the early stages.
- Staff plan a suitable range of activities around the seasons, festivals and children's interests. For example, the recent topic on autumn is used well to teach children about changes in the natural world. Staff place an appropriate focus on introducing new words and concepts about the natural items and the living things they encounter.

- Staff form close relationships with children and their parents and they are warmly welcomed on arrival. However, staff do not use a broad enough range of strategies to get parents actively involved in supporting their children's learning. The recent introduction of a soft bear to help strengthen the link of nursery and home is popular with some parents. For example, children are keen to take the bear home and bring it back, sharing its adventures with the group.
- Staff target those children well who are identified as needing additional support. For example, these children benefit from a more in-depth screening of their progress. Staff work with other professionals working with children to help close gaps in their learning.
- Staff provide daily opportunities for children to be physically active during the session and they benefit from being outdoors in the fresh air. They offer parents advice on how to provide a healthy lunchbox and help children understand about the benefits of a healthy diet.
- Children begin to learn about diversity and their own and others families. For example, children bring in their family photographs and talk about their family members, pets and holidays. Staff help children use mirrors to look at the similarities and differences as they paint their self-portraits.

## Safeguarding

The arrangements for safeguarding are effective.

There are robust recruitment procedures in place to ensure staff are suitable to care for children and their ongoing suitability is assessed. The clear accident and medication procedures in place are understood by the whole staff team, promoting the welfare of children. Staff have a good understanding of child protection and wider safeguarding issues and who to contact if they have a concern. They help children take controlled risks. For example, children learn to use knives as they cut and chop food and how to use scissors safely. Staff help them learn about road safety and the importance of wearing their high-visibility vests when they are on outings.

## What does the setting need to do to improve?

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

- improve individual staff support further, to help improve their knowledge of how to extend children's mathematical and literacy development to ensure teaching is consistently good across the curriculum
- use more precisely the information collated about children's progress to help identify challenging next steps for all children to help them make consistently good levels of progress from their starting points
- use a range of strategies to share information with all parents about their children's progress and involve them better in helping support and extend

children's learning

- strengthen the systems in place to monitor and evaluate the quality of care and education for all children, to continuously help identify further areas for development and secure improvement.

## Setting details

<b>Unique reference number</b>	EY473625
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10114799
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Haynes, Lisa Clair
<b>Registered person unique reference number</b>	RP516754
<b>Telephone number</b>	07707 570044
<b>Date of previous inspection</b>	20 June 2019

## Information about this early years setting

Tettenhall Green Kindergarten registered in 2014. It operates from the United Reformed Church in Tettenhall, Wolverhampton. The kindergarten opens Monday to Friday, from 9.15am to 12.15pm, during term time. It also operates an after-school club from 3pm until 5.30pm. There are five members of childcare staff employed. Of these, one holds a qualified teacher status, three hold an appropriate early years qualification at level 3 and one holds a qualification at level 2.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a learning walk and a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the kindergarten.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.

We carried out this inspection 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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