

Inspection of Tettenhall Green Kindergarten

United Reformed Church, Mount Road, Wolverhampton WV6 8HT

Inspection date: 9 December 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The environment is vibrant and well resourced. Children arrive happy, eager to play and spend time with their friends. Children behave well and staff have high expectations for behaviour. Children are confident, kind, and look out for each other. For example, a child lifts a smaller child to help them reach the top of the chalkboard. Children make good progress from their starting points. They focus well during activities and gain essential skills and attitudes in readiness for their future learning, including school.

Children have great fun as they manipulate dough by squashing, squeezing and rolling it. This helps to promote their small muscles in readiness for developing further skills, such as pencil control. Children use glue, scissors, pencils and sticky tape as they wrap presents in 'Santa's workshop'. Outdoors, they pedal wheeled toys with confidence, skill and direction. Children count, make comparisons and learn about basic and more complex shapes. They demonstrate their mathematical understanding as they describe items as 'heavy' and 'lighter'. Children's early communication skills are promoted well. They listen and respond to instructions, such as when it is time to tidy up. Children's knowledge is enriched, as they learn about other cultures and traditions.

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

- Since the last inspection, the manager has made significant improvements to the provision. She has addressed all the actions raised at the previous inspection. The manager and her team have worked closely with each other and with the local authority advisors to improve their practice and the overall quality of the service they offer. Children now benefit from an effective, well-sequenced curriculum that covers all areas of learning.
- The manager supports staff's professional development well. The quality of teaching is monitored through regular observations of staff's practice. Staff receive relevant training to help to promote children's learning. The manager and her staff have undertaken training in mathematics and literacy for early years. They use their new knowledge effectively. For example, children's mathematical development is promoted well and children develop good communication and early literacy skills. The manager monitors the curriculum and children's learning closely to make sure all children are progressing well over time. She provides swift intervention when children need extra help.
- Staff plan activities linked to children's next steps which allows children to take the lead in their own learning.
- Staff promote children's self-esteem and confidence. They model good manners and are respectful to the children and each other.
- Children are beginning to do some things for themselves, such as putting on

their coats. However, occasionally, staff do not make the most of all opportunities to further support children's independence. For example, at lunch time staff open up the contents of children's lunch boxes and do not give children the opportunity to do these things for themselves.

- Children are supported to learn about the impact food and regular physical activities has on their bodies. They learn the importance of a daily teeth cleaning regime.
- Staff promote children's early literacy skills. They are aware that children must develop their physical skills before they can learn to hold a pencil correctly and write. Staff read with good intonation and ask questions about stories to encourage children to use their thinking skills. Children learn to recognise and write the letters in their name.
- Parents speak highly of the staff. They say they appreciate the detailed information they receive about their child's learning that enables them to continue this at home. However, the manager has not yet fully established an effective, two-way exchange of information about children's next steps with other providers, where care is shared, to promote consistency in children's learning.
- The well-being of the staff is very important to the manager and staff report that they feel well supported.
- Regular evaluation of the provision takes account of the views of children, parents and staff. The manager has an accurate view of the strengths and areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding and child protection. They have a secure understanding of the different types of abuse and the signs and symptoms that may indicate that a child is at risk of harm. This includes risks to children from extremist views. The manager has robust recruitment, vetting and induction procedures in place to help to ensure staff are suitable to work with children. Daily checks of the premises and resources help staff to identify and remove any potential hazards to children. Children are supervised closely at all times.

What does the setting need to do to improve?

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

- consistently make the most of all opportunities to develop children's independence to help them further build on these skills
- enhance partnership working with all providers, with whom children's care is shared, to help exchange even more information about children's learning.

Setting details

Unique reference number	EY473625
Local authority	Wolverhampton
Inspection number	10128048
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 8
Total number of places	20
Number of children on roll	17
Name of registered person	Haynes, Lisa Clair
Registered person unique reference number	RP516754
Telephone number	07707 570044
Date of previous inspection	3 October 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 Thursday, from 9.15am to 12.15pm, during term time. It also operates an after-school club from 3pm until 5.30pm. There are six members of childcare staff employed. Of these, one holds qualified teacher status, three hold an appropriate early years qualification at level 3 and one holds a qualification at level 2. The kindergarten provides funded early education for two-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the kindergarten. The manager and the inspector carried out a joint evaluation of an activity together.
- The manager and the inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector took account of parents spoken to on the day. She also spoke to children about their experiences in the kindergarten.

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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