

Inspection of Teeny Tots Playgroup Ltd

17 Chesterton Road, WOLVERHAMPTON WV10 8SP

Inspection date: 7 January 2022

Overall effectiveness	Good
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

Children are happy as they arrive at this vibrant and well-resourced playgroup. They are confident and enthusiastic learners, who make good progress in their learning and development. They behave well. Children are kind and friendly to each other. For example, when a child trips as they line up for snack, another child comforts them, takes their hand and guides them into the line. Children work as a team as they build a boat, using a variety of construction resources. Children are deeply engaged as they find and pick out tiny shapes from the sand tray. This helps to develop their small muscles in readiness for future writing.

Children make good progress from their starting points, including children with special educational needs and/or disabilities. Children focus well during activities and develop a positive attitude towards learning. Communication and language development is a key strength of the playgroup. Children become confident communicators, who enjoy sharing conversations with staff, each other and visitors. They listen and respond to instructions, such as when it is time to get ready for snack. These skills and attitudes support children well towards the next stage of their education, including school.

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. Children now benefit from an ambitious and well-sequenced curriculum that covers all areas of learning and supports children to make good progress in their learning and development.
- The manager monitors staff practice regularly, providing feedback and coaching to help them improve their practice. Staff receive relevant training closely linked to children's learning and development needs.
- Staff have high expectations of what children can achieve. They take time to get to know each child and their unique needs. They complete regular assessments and monitor children's achievements. They use this information to plan a broad range of interesting learning opportunities that support children's next steps in learning. However, staff do not consistently offer opportunities for children to develop their understanding of diversity and the wider world beyond their immediate family.
- The manager provides swift intervention when children need extra help. For example, she has noticed some children's speech and language skills are lower than expected, since the COVID-19 pandemic. She offers effective one-to-one support and works closely with other professionals.
- Staff are kind and caring and develop strong bonds with the children, who receive regular cuddles and reassurance from them. They manage behaviour

effectively. Children are polite and learn to share and take turns.

- Staff help to build children's awareness of mathematics. Older children learn to make comparisons and recognise more complex shapes. Younger children learn to count and complete simple puzzles.
- Staff promote children's self-esteem and confidence. They offer praise for children's efforts and achievements. Staff recognise when children are ready to take responsibility, such as managing their own toileting and hygiene needs. Consequently, children show high levels of independence.
- Children are beginning to learn about the benefits that healthy food and physical activities have on their bodies. They learn the importance of good oral hygiene.
- Staff promote children's early literacy skills. They read with expression and ask questions to encourage children to use their thinking skills. Children develop an interest in books and understanding of stories.
- Parents speak highly of the staff. They say their children make good progress from their starting points, particularly with their speech and language development and social skills. However, staff do not always share enough detailed information with parents to enable them to continue to support their child's learning at home.
- The well-being of the staff is very important to the manager and staff report that they feel well supported.
- Managers include the views of parents, children and staff as they continually evaluate the service they provide in order to identify areas of improvement and maintain high quality care and learning for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their duty to protect children from harm. 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, including any concerns associated with female genital mutilation or radicalisation. The manager has robust recruitment, vetting and induction procedures in place to help to ensure staff are suitable to work with children. Additionally, leaders check staffs' ongoing suitability. Staff are deployed well and supervise children closely. Staff use risk assessments effectively to ensure the premises are suitable for children.

What does the setting need to do to improve?

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

- increase opportunities to enhance children's learning and understanding of diversity and equal opportunities
- provide more detailed information regarding children's next stages of learning to parents, to enable them to continue their child's learning at home.

Setting details

Unique reference number	EY538777
Local authority	Wolverhampton
Inspection number	10113722
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	22
Name of registered person	Teeny Tots Playgroup Ltd
Registered person unique reference number	RP538776
Telephone number	01902 238855
Date of previous inspection	7 June 2019

Information about this early years setting

Teeny Tots Playgroup Ltd registered in 2016 and is located in the Scotlands area of Wolverhampton. The playgroup employs four members of staff to work with the children and all 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.

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 playgroup. 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 playgroup.

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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