

Inspection of Tissington Kindergarten

The Old School House, Tissington, Ashbourne, Derbyshire DE6 1RA

Inspection date:

5 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

All children happily enter the premises as their parents/carers remain at the nursery door. Children enjoy attending this welcoming and safe nursery and happily play with their friends. They behave well and have a positive attitude to their learning. Children listen attentively to staff and follow instructions confidently. Staff offer praise to children to continue to develop their confidence and self-esteem.

Older children develop their independence skills well. They select toys and activities of their choice and initiate games with their friends, such as singing ring games together. However, staff do not extend older children's learning outside as well as they do inside. For example, during play outside, some children try and pedal on tricycles. Staff do not help children understand how to use pedals correctly. Consequently, children go back to using their feet to move the tricycle. Additionally, children who do use tricycles competently are not encouraged to move different wheeled toys in other ways, to build on the skills they already have.

Overall, children access a wide range of resources that reflect their interests. Older children concentrate as they build towers together. They discuss how to make the tower stronger. However, staff who work with younger children interrupt their play, and there is poor organisation of routines around their mealtimes. Consequently, the younger children miss out on learning experiences compared to their older peers.

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

- Since the COVID-19 pandemic, parents talk highly of how the nursery maintained communication with them, using a mixture of verbal feedback and an online application. They comment that the staff are friendly and easy to approach. Parents also comment on the variety of activities provided for their children, and that their children are always happy to attend.
- Staff encourage children to be motivated, be kind to one another and adhere to the positive behaviour expectations. Children help one another to tidy away the toys ready for snack time. Older children show kindness to others and acknowledge the effort their friends have made. For example, children praise one another's patterns and comment how beautiful their work is during a science and colour activity.
- Leaders and managers place a strong emphasis of supporting staff's well-being, such as offering a voucher system to support staff if required. They also recognise the importance of monitoring and coaching staff to support children's learning, however, the systems they have in place currently are not effective. As a result, staff's knowledge and understanding of the curriculum and their

interaction and engagement with children is not good enough. Children do not have consistently strong learning experiences across the nursery to build on what they already know and can do.

- The curriculum for children's learning is not consistent across the whole of the nursery. Staff supervise children when they are outside and do not interact effectively with all of them. Staff comment that, 'children have fun outside.' However, they do not understand how to engage and interact with children to continue their learning outside.
- Staff who work with the younger children do not organise the day well enough to support all children's learning. For example, younger children sit for too long at mealtimes and again during number-rhyme activities. These children lose interest and move away from the sitting activity to find something else to play with.
- Children willingly take part in various activities across all rooms of the nursery. However, the quality of interaction between staff and children in the different rooms is variable. Staff who work with older children spend time supporting children's communication and language development, for example, during memory games. However, younger children are not supported as well as their older peers. At times, staff working with these children are over enthusiastic in their interaction and engagement, and only focus on some of the children and not all of them. Consequently, not all children learn new words, such as 'spiky'.
- Children's health is supported well. They understand that milk is good for their bones and teeth. Children spend plenty of time outside in the fresh air as they run around and climb on low-level climbing apparatus, to support their large-muscle development.
- Staff work with other agencies to support children with special educational needs and/or disabilities (SEND). Children are offered focused learning support as they play and during activities.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident and knowledgeable about their role and responsibility to keep children safe from harm. They know the possible signs and symptoms of abuse and who to contact if they have a concern about a child's welfare. Staff are knowledgeable about how to protect children from possible radicalisation and female genital mutilation. Staff know what procedures they must follow should they have a concern about staff's behaviour. They keep their safeguarding knowledge updated through regular staff meetings. Staff complete daily risk assessments of the environment to make sure it is safe and secure. They help children to understand how to use cutlery safely.

What does the setting need to do to improve?

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

	Due date
monitor staff practice and teaching, to ensure that all staff deliver the intended curriculum, and teaching is consistently good	09/01/2023
ensure staff understand the curriculum for children's learning, and that it is clear and well sequenced consistently throughout the nursery so that children make the best possible progress.	09/01/2023

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

- improve the organisation of activities so that younger children do not sit for long periods, in order to help them to focus on learning and development activities
- help staff to understand how to support younger children's communication and language development.

Setting details

Unique reference number	EY492731
Local authority	Derbyshire
Inspection number	10236719
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	48
Number of children on roll	46
Name of registered person	Tissington Kindergarten Limited
Registered person unique reference number	RP902352
Telephone number	01335350123
Date of previous inspection	2 March 2017

Information about this early years setting

Tissington Kindergarten registered in 2015 and is located in the Derbyshire Dales, Derbyshire. The kindergarten employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one holds a qualification at level 5 and three are unqualified. The kindergarten operates term time only and opens from Monday to Friday. Sessions are from 8am until 5pm. The kindergarten offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The business manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the deputy manager and evaluated the observation together with the business manager.
- The business manager provided the inspector with relevant documentation, including the evidence of staff qualifications and their suitability when working with children.
- The inspector spoke to parents during the inspection and took account of their views.

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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