

Inspection of Tissington Kindergarten

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

Inspection date:

24 November 2023

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

Leaders and staff warmly welcome children into the kindergarten by name. They have discussions with parents to find out how the children are feeling and what has happened in children's lives since they were last in kindergarten. The information gained is used by staff to initiate conversations and to include children in activities and experiences pertinent to their current needs and fascinations. Children become engrossed in play. Staff skilfully interact and intervene to support children to increase their skills and knowledge, particularly when children need extra support in some aspects of their development.

Children enthusiastically play outdoors with a wide range of fixed equipment that has increasingly challenging learning elements. For example, children's climbing skills change from negotiating steps for the youngest children to scaling ladders for the older children. At each stage of climbing, and in all other activities, children are taught how to stay safe and they develop an understanding of how rules help to keep them and others safe.

Staff make good use of the local environment and community to increase the range of ways that children can learn. They understand that children learn in many different ways and they work hard to make learning accessible to all the children in the kindergarten. On walks in the local community, for example, children visit the local wells and build up confidence in their physical ability as they jump over the water overflow and try not to get wet.

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

- Leaders have developed a strong curriculum founded on the prime areas of learning. They know exactly what they want children to know and be able to do when they transition from one room to another, and ultimately when they move on to school.
- Staff know what the curriculum is and how to put it into practice for the children. They see what individual children need and focus their work, in planned and spontaneous experiences, on those needs. Occasionally, staff do not extend experiences effectively, resulting in children who are competent and who can comfortably complete an activity, such as balancing on planks, not being given the opportunity to develop their skills further.
- Leaders carefully consider where improvements can be made in their provision. They consult with staff and listen to their ideas, taking some of them on board and using them in practice. Staff have the training they need to support them to carry out their duties for lead responsibilities, such as in the forest school.
- Staff prioritise children's communication and language development. They have a wide range of strategies in place to deliver on this priority. They use books,

stories, songs and rhymes to introduce children to new vocabulary and the rhythm of speech. Younger children's communication is supported by staff using simple sign language as they speak. These children actively engage with staff and receive high levels of praise when they say a new word or make progress and string two or three words together. There are times when staff use immature forms of words, such as 'birdie', which does not support the development of children's spoken English well enough.

- Children's enquiring minds are developed by staff with timely and appropriate interactions. Staff observe and wait before approaching children who are playing purposefully. When they do interact, staff ask questions or make suggestions that take children's ideas and develop them. For example, as the older children experiment with mixing different colours of paint, staff ask them what changes the children think they will see. They extend the experience by adding white paint to the children's choice to introduce the concept of lighter and darker.
- Staff promote children's physical and emotional well-being in a range of ways that are relevant to the children. Children learn about healthy food by shopping at the butchers, growing vegetables and preparing dishes, such as stuffed mushrooms, with the kindergarten's cook. Children are supported and encouraged to use words to explain how they feel, rather than getting angry with themselves or others.
- The rural location of the kindergarten presents many opportunities for the staff to introduce children to local customs and traditions. For example, children 'dress' a well for the annual well-dressing festival. They also learn about different customs when people who celebrate in different ways share their celebrations with them.
- Parents receive detailed and regular feedback about their child. Parents praise the kindergarten leaders and staff highly for the quality of experiences their children have. Parents of children who need extra support keenly share how their children are supported at the kindergarten, right from when staff identify possible gaps in children's development to how they support parents to make referrals and access funding.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safety and safeguarding in the kindergarten. Staff and leaders understand their roles and responsibilities in monitoring children's well-being and protecting them from harm. Risks are identified and effective safety rules or equipment are in place to reduce the risk of children coming to harm. Leaders are aware of safeguarding trends locally. Staff can describe the signs they might see in children and parents, and they can explain who they would report their concerns to. Staff confidently explain other routes they can take to refer their concerns to, such as the local children's social care team. Leaders have robust recruitment procedures in place to ensure the suitability of people who work with the children.

What does the setting need to do to improve?

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

- increase staff understanding and confidence in how to extend older children's experience of physical development in the garden area
- improve how staff working with younger children use the names of objects so they avoid using immature language.

Setting details

Unique reference number	EY492731
Local authority	Derbyshire
Inspection number	10320876
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	5 December 2022

Information about this early years setting

Tissington Kindergarten registered in 2015 and is located in Tissington in the Derbyshire Dales. The kindergarten employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, one holds a qualification at level 5 and two are level 3 apprentices. 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
Joanne Smith

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The headteacher and business manager completed a learning walk together of all areas of the kindergarten and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection and the inspector took account of their views.
- The inspector spoke to the headteacher and the business manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and headteacher carried out a joint observation of a group activity.
- The inspector spoke to parents and read testimonials written by parents for the inspection. The inspector took account of parents' views.
- The headteacher and business manager showed the inspector documentation to demonstrate the suitability of staff.

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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