



## Teatimers

Inspection report for early years provision

<b>Unique Reference Number</b>	EY295907
<b>Inspection date</b>	28 November 2005
<b>Inspector</b>	Margaret Moffat / Samantha Hunt
<b>Setting Address</b>	Marlow C of E Infant School, Sandygate Road, Marlow, Buckinghamshire, SL7 3AZ
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<b>Registered person</b>	Lisa Janice Arnold
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Teatimers opened in 2004, it is a privately owned provision providing breakfast and after school clubs, pre-school and holiday club. It operates from a purpose built building within the grounds of Marlow Church of England School. A maximum of 32 children may attend the provisions at any one time. The provision is open each weekday from 07:45 until 08:45 for breakfast club, 09:00 until 11:45 for the pre-school, 12:00 until 15:00 for wraparound care and 15:15 until 18:00 for the after

school club. The provision also opens from 07:45 until 18:00 during school holidays. Children share access to a secure enclosed outdoor play area.

There are currently 169 children aged 2 to under 8 years on roll. Of these 37 receive funding for nursery education. Children up to the age of 11 attend the breakfast, after school and holiday clubs. Children come from the local catchment area and attend the local schools. They attend for a variety of sessions. The provision currently supports a number of children with special educational needs.

The provision employs 12 staff. Of these 8 staff including the manager hold appropriate early years qualifications and 2 are working towards appropriate childcare qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children know how to keep themselves healthy and are independent in their self-care skills. They wash their hands independently and without prompting after messy play, going to the toilet and before eating. They learn very good procedures, which staff use during every day routines, for example cleaning the tables before and after eating and mopping up spillages. Relevant documentation is in place and maintained accurately. Many of the staff hold first aid certificates. This means they can give appropriate care to the children if there is an accident.

Children enjoy a good range of physical activities that contributes to a healthy lifestyle. They move confidently in a variety of ways. They are competent when using the climbing frame and show good co-ordination when playing on wheeled toys, balance beam and skipping. Children access a range of tools and use them with assurance. For example in junk modelling activity scissors, glue sticks and sellotape are readily available.

Children benefit from the healthy breakfast and snacks provided. Staff ensure children receive a range of healthy foods, fruits and vegetables. They ensure children have access to different fruits throughout the week, which further develops their healthy eating habits and introduces them to different fruits. Staff take account of the wishes of parents to meet children's individual dietary needs. Snack and meal times provide the children with the opportunity to sit together and socialise.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a welcoming, safe and secure indoor and outdoor environment where staff have minimised the areas of risk. They carry out regular risk assessments and ensure all areas are safe. Consequently, children are secure and confident as they move around safely. Children learn to keep themselves safe

through practising the emergency evacuation procedure, however not all have been recorded. They are familiar with the rules which are in place for their safety and gentle reminders from staff help reinforce these, for example when standing on chairs, they are asked to sit down as they might fall.

Most staff have generally good knowledge of child protection issues and the procedures to follow if concerned about a child. However, they are unaware of the procedure to follow if an allegation is made against them. This does not ensure children's safety.

Children benefit from a wide range of resources, which promote all areas of their development. They self select from items during free playtime from low-level shelving. Staff set up other activities before children arrive and the children are keen to take part in these for example pool table and junk modelling. Children play an active part in keeping the room safe, for example by being aware of rules and when taking part in tidy up time. The overall layout of the premises allows children freedom to play safely. The range of toys and resources available are suitable for all ages of children attending the variety of childcare settings run by the provision.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children settle well into all childcare settings run by the provision. They are confident in their relationships with each other, staff and visitors and express their needs confidently to adults. Good routines ensure children develop independence in their surroundings. Children make choices about what they wish to play with and staff are on hand to assist when needed. Children naturally include adults in their play and invite them to join in, for example a tea party in the home corner. They have opportunities to relax or be active in accordance with their needs and interest. There is a good range of toys and activities on offer to maintain children's interest during their time in the settings.

### **Nursery Education**

The quality of teaching and learning is good. Staff demonstrate a developing knowledge of the early learning goals and use the foundation stage guidance to plan an interesting and varied curriculum to enhance children's learning. Planning, observations and evaluation systems have been introduced, however these are not used effectively to inform children's next stage of learning. The record keeping system is under review. Staff know the children well and encourage the children in their efforts and achievements, boosting their self confidence and self-esteem. Staff are well deployed around the room. They ensure that they are on level with children either sitting at tables or on floor so they can join in with work and play and hold conversations with the children. They extend children's knowledge and understanding by effective use of open-ended questions. The management of children and their behaviour is good. Staff encourage the children to have respect for each other and for the resources and their environment. Children are encouraged to clear up after activities and are encouraged to work together.

At large group times children sit and listen well and join in enthusiastically with familiar songs. They initiate conversations and talk confidently with others. They use language well to communicate their thoughts and feelings for example as they talk freely about their home life and what they did at the weekend. Most children can recognise their own names from nameplates and many label their own work. Children link letters to sound with confidence using their own names. Children count confidently for instance when taking part in rhymes and songs and they develop simple calculation skills through everyday practical activities such as snack time. They are beginning to explore mathematical language in their play. Children have opportunities to be creative everyday. They confidently make junk models, paint and draw. Children have access to a range of resources and activities to encourage them to explore and investigate for instance information technology and cooking. They make their own play dough and enjoy continuing the activity as they use it to make marshmallows and relate this to previous experience of eating chocolate ones at Christmas Fair. They use the computer with confidence and access a wide range of computer programmes which many operate themselves.

### **Helping children make a positive contribution**

The provision is good.

Children are welcomed into all settings run by the provision and are valued and respected as individuals. They develop a positive attitude towards others and gain a good understanding of the wider world through celebrating festivals and visits in the local community. They have access to resources, which promote equality and diversity, such as books, dolls, dressing up clothes and different eating utensils and play food. Children visit the school to use the main hall for music and movement sessions and attend school concerts, for example Christmas concert. This further develops their sense of belonging to wider school community. The provision fosters children's spiritual, moral, social and cultural development.

Children are at ease within their surroundings and are aware of the settings routines. Children behave well and play harmoniously together for example when playing board games. They understand right from wrong and discuss sharing and taking turns. They have opportunities to resolve minor disputes by themselves and they receive praise and encouragement from staff for their efforts and achievements. This boosts children's self-esteem and confidence.

Partnership with parents is good. Staff and parents work well together to ensure children settle well into the environment and have their individual needs met. There are effective procedures in place to support children with special needs. Parents approach staff readily to seek advice and discuss any concerns they may have about their child. They receive good information about the provisions through newsletters, prospectus and notice boards.

### **Organisation**

The organisation is good.

The environment is well organised and space is used appropriately to maximise play opportunities for the children. Children are happy and settled within the settings. Staff are deployed well throughout and this ensures children are supervised at all times. Children receive good support from staff who know them well. Detailed policies and procedures and all legally required documentation, which contributes to children's health, safety and well-being, are in place. However, the recording of children's attendance and emergency evacuation is not always accurate.

Leadership and management are good. Children benefit from the clear vision of the owner to provide quality care and nursery education. Staff work well together as a team and show a commitment to ongoing training and developing knowledge of the foundation stage curriculum and child development, enabling them to meet children's individual needs. There are effective procedures in place for the recruitment, checking of staff and ongoing appraisals. The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

There have been no complaints made to Ofsted since registration.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop staff knowledge and understanding of child protection procedure

- ensure all records relating to daycare activities are recorded and maintained accurately.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop systems in place to ensure planning, assessment and evaluation of activities clearly link to children's individual learning.

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