

# Teatimers

Inspection report for early years provision

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**Unique reference number**

EY295907

**Inspection date**

08/04/2011

**Inspector**

Gill Walley

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Teatimers opened in 2004. It is a privately-owned provision providing breakfast and after school clubs, a pre-school and a 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 provision at any one time. The provision is open each weekday from 7.45am until 8.45am for breakfast club, 9am until 12 noon for the pre-school, 12 noon until 3pm for wraparound care and 3.15pm until 6pm for the after school club. The provision also opens from 7.45am until 6pm during school holidays. Children share access to a secure enclosed outdoor play area. There are currently 87 early years children on roll, of whom, 66 attend the pre-school and 21 attend the breakfast, after school club or wrap around care. Some children receive funding for nursery education. Children up to the age of 11 may attend the breakfast, after school and holiday clubs. Children come from the local catchment area and attend two local schools. They attend for a variety of sessions. The provision is able to support children with special educational needs and/or disabilities and those learning English as an additional language. The provision employs 16 staff. Of these, nine staff including the manager hold appropriate early years qualifications and three are working towards appropriate childcare qualifications. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Teatimers is an inclusive setting, with some excellent aspects of its provision and, therefore, able to meet the needs of all children including those who have special educational needs and/or disabilities and those who are learning English as an additional language. The environment is safe, welcoming and supports children's learning and enjoyment well. Parents and carers are extremely happy with the provision. The staff are very experienced and they evaluate the provision routinely to identify aspects which they can improve. As a result, the club has a good capacity to improve.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure that children's progress in each area of learning is effectively recorded and monitored, so that this reflects the progress being made.

## **The effectiveness of leadership and management of the early years provision**

The provision has excellent procedures for keeping children safe. Staff are extremely vigilant and very active in ensuring children's well-being. Visitors can be

identified because they wear badges and when children are playing outdoors they are very well supervised. Parents and carers are fully informed of any accidents and the manager keeps detailed records. All staff have first aid qualifications and respond sensitively to any food allergies that children may have. The staff have a good understanding of food hygiene and encourage children to be fully aware of its importance. The managers make daily checks of the entire premises before sessions to identify any hazard which could cause an accident.

The provision has improved significantly since the last inspection report, for example, the children's development is now observed more closely and assessments are used well to plan children's next steps. However, they are not yet ensuring that this analysis is equally spread across all areas of learning and this has some impact on staff's identification of any potential weaknesses in children's development.

Promoting equality and diversity is at the heart of the settings work. Staff focus exceptionally well on the needs of each child and actively support all those with specific needs or difficulties. The managers drive ambition well and constantly look for ways to improve. Staff train so that they can offer more opportunities for the children, for example, in helping them develop their mark making and creative skills, and also in managing behaviour effectively. Stimulating, well-organised resources are now easily accessible for the children.

Staff work exceptionally well with parents and carers. They are kept well informed and are engaged in discussing children's interests, their likes and dislikes enabling staff to get to know the children very well. Staff make great efforts to talk informally to parents and carers at the end of sessions about their children's progress. They make available children's records and photographs of their activities, particularly on special occasions, such as the Mothers' Day tea party, and engage parents in discussing other activities that will stimulate the children and so promote further learning. The managers work particularly closely with parents and carers whose children need additional support so that these children make equally good progress and can enjoy the same activities as their friends. Parents and carers are very confident that their children are safe and happy and they feel they make particularly good progress in their social skills and confidence. Parents and carers complete surveys to express their views about the activities which are available and procedures. The managers value parents' feedback from surveys and adapt procedures in response to suggestions, for example adapting the menus.

Partnerships with various agencies are extremely good. The managers also work very closely with the primary schools which the children attend, for example, the staff in the after school club talk to class teachers to learn how best to support each child. This helps the staff to know the needs of all children well. It also helps the teachers to share information with parents they do not see at the end of the school day. Children use the school premises and make regular visits to the Reception class which helps pre-school children settle very well when they move to the infant school.

## **The quality and standards of the early years provision and outcomes for children**

Children in all parts of the provision behave well and get on together. In the after school club older and younger children play together very well and they make friends with those who attend different schools or are in different classes. They share and take turns well, and they concentrate on tasks, such as drawing for long periods. Adults praise the children and are good role models. The children have agreed on the rules which help them to behave well. There is plenty of equipment for the children to choose from, and they can play outdoors whenever they wish to. They especially enjoy ball skills and team games in the after school club. Children's good learning is promoted in many ways. In both the pre-school and in the after school clubs children are encouraged to solve problems, for example, when exploring ice and water. They learn about mini beasts and caring for creatures, for example when they watch caterpillars become butterflies. They understand how plants grow well by growing herbs, and use their awareness of plants when designing their sensory garden.

Indoors children play with dolls and a dolls' house, cars and board games, construction toys, a good selection of reading books and solving puzzles. They enjoy imaginative role play and dressing up. In the after school club the children practise writing and the environment is rich in letters and shapes which help reinforce what they are learning in school. They develop good hand-eye coordination through interactive games on the computer. In the after school club children often choose group activities which interest them, for example, planning a fashion show. They develop their creative skills through painting, for example, sea creatures and self-portraits and they develop their fine motor skills when making jewellery. Sometimes the children follow up a favourite story by painting or drawing some of its characters. Children's self-confidence and speaking skills are progressing extremely well, especially during tea time which is a sociable occasion. The children attend taster sessions before they start attending regularly and this helps them to settle well and start to make friends.

Children understand a great deal about healthy lifestyles. There is plenty of outdoor play equipment so that the children develop their physical skills well and gain a good understanding of the need for exercise. They can explain why they eat fruit and vegetables. They have visited the market to look at fresh produce and older children use their knowledge very well to help to plan menus. They can explain clearly why they wash their hands, showing off their excellent understanding of the need for effective hygiene standards. Children explain how to keep themselves safe, for example, when crossing the road. They know what to do in an emergency because they often practise evacuating the building. Children say they feel safe and recognise the good levels of supervision in both the pre-school and in the out of school settings.

Children learn about many different cultures and customs through dressing up, trying different foods and celebrating different customs, such as Chinese New Year and Divali. Children develop a very good understanding of equality and diversity by talking about one another's feelings and needs. They have many opportunities to

develop a sense of responsibility and make decisions, such as, planning their own menus and developing their own rules for the club. They sometimes visit a local park or have a visiting sports or dance coach to help them develop new skills and interests. They achieve very well from their different starting points and are learning to use their skills very effectively. As a result of all these experiences, children are developing life skills, such as cooperation, self-motivation and problem solving, that equip them very well for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met