

# Teatimers

Marlow C of E Infant School, Sandygate Road, Marlow, Buckinghamshire, SL7 3AZ

## Inspection date

21/07/2014

Previous inspection date

08/04/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Management has effective systems to monitor and improve staff practice. They set actions to inform ongoing priorities, and regularly review progress with the staff team.
- The key-person approach is strong. Children form good relationships with their key person, which help them feel safe and secure.
- The management and staff team have a good understanding of their responsibilities to safeguard children, and to promote their safety.
- Teaching is good. The key people carry out detailed assessments of their key children's learning, and use these to plan effectively for their future learning.

### It is not yet outstanding because

- Staff plan good activities that support children's understanding of number. However, they provide fewer opportunities for the older children to learn and use mathematical names, terms and language in their play.
- Although staff provide all children with ready access to fresh drinking water throughout the day, they do not provide all children with water or milk at meals times, as part of the programme for healthy lifestyles.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playroom and the outside area.
- The inspector looked at the children's assessment records and planning documentation.
- The inspector conducted a joint observation with the pre-school leader.
- The inspector held a meeting with the manager and with the pre-school leader.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Ruth George

## Full report

### Information about the setting

Teatimers registered in 2004. It is a privately owned setting 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. Children have an outdoor play space, and share the school playground. The setting is open each weekday from 7.45am until 8.45am for breakfast club, 9am until 3pm for the pre-school, and 3.15pm until 6pm for the after-school-club. The setting also opens from 7.45am until 6pm during school holidays.

The setting is registered on the Early Years Register, and on both the voluntary and compulsory parts of the Childcare Register. There are currently 64 early years children on roll, and 100 children attend the wrap-around school clubs. Children up to the age of 11 years may attend the breakfast, after school and holiday clubs. The provision receives funding for the provision of free early education to children aged three and four years. The setting supports children with special educational needs and/or disabilities and those learning English as an additional language.

The setting employs 13 staff that work directly with the children, an administrator and maintenance person. The pre-school leader holds a relevant foundation degree, and seven staff hold other appropriate early years qualifications.

### What the setting needs to do to improve further

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

- raise the teaching to a consistently high standard by strengthening the opportunities for older pre-school children to learn and use mathematical names, terms and language in their play
- encourage all children to drink water or milk during snacks and meals times to enhance their understanding of how to live healthy lifestyles.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The staff plan and organise the environment well so children can access the resources independently, and use these in their self-chosen play. Staff carefully observe the children allowing them freedom to become involved in their play. Children represent their own ideas and feelings confidently through pretend play. They use language well to recreate roles and experiences in play situations. For example, children extended and elaborated

on their play ideas when they built on their super hero ideas and made traps to capture the 'baddies'. Staff skilfully asked the children questions to help them achieve what they were trying to do and to extend their learning.

The quality of teaching is good. The staff make good assessments of their key children's development and plan effectively for what they need to learn next. Key people work closely with the pre-school leader to help children requiring additional support. They engage parents in their children's learning well through chatting with them at the end of each session and at parents' evenings. This communication enables parents to use this information to support their children's learning at home. Children make good progress in their learning and they acquire the skills they need for their next stage in learning.

Teaching for communication, language and early literacy is a strength. The staff use a programme to teach the basic skills for early literacy effectively. Children enjoy stories and looking at books. Staff encourage children to listen with increasing attention, and to join in by anticipating what might happen next. Staff build up the children's vocabularies as they play, introducing new words that reflect their experiences. The staff provide a range of resources to encourage the children's developing skills for writing. They use paint brushes, chalks and felt pens to experiment with writing by making marks during their play. These experiences underpin early writing skills, and older children practise writing their name on their work. The staff use a good range of activities that pave the way for children to make a good start in reading and writing.

The staff skilfully encourage children to think and problem solve together. Children make links in their learning enabling them to use past skills to help them complete a more complex task. Staff help children to learn how to count. They confidently work out number problems to find one more or one less from a group while they sing songs. Staff provide fewer opportunities for older pre-school children to use mathematical language to learn and talk about shape, size, position and distance, showing that the teaching is not of a consistently high quality. Staff explain how to play games on the computer and help children to complete these. Children use the computer confidently, and complete simple programs.

The wrap-around school club for children attending before and after school is good. The staff organise a good range of activities. Children sat together in friendship groups relaxing and chatting. The children were extremely industrious creating rainbow patterned 'loom' bracelets and rings. They enjoyed their time outside to be physically active competing in scooter races and playing football.

### **The contribution of the early years provision to the well-being of children**

The staff implement an effective key-person approach, and all children and their families have a key person. This person helps the children to form appropriate bonds, and to feel safe and secure in pre-school. The key person helps children to settle in and to develop friendships with other children of similar ages in their group. The key people have good relationships with children. They know them and their parents very well. Key people carry

out precise assessments and plan effectively for what their key children's need to learn next. This planning promotes individual children's needs well. Staff help the older children to be emotionally ready for their move to school. Staff tell stories about starting school and accompany their key children to their new school to meet the teacher. Therefore, teaching prepares children well for their move to school.

Teaching helps children to learn how to take care of their environment. They happily tidy up resources after their play. Children show confidence in asking adults for help and enjoy the responsibility of carrying out small tasks, such as the refilling of pots with water. Staff are good role models helping children to learn to get along, and cooperate with each other. Children behave well. They are beginning to negotiate and resolve tussles together.

Staff provide a good range of physical activities, which encourage children to be active. Children created a balancing beam, and used it with confidence, balancing as they walked along it. Good teaching helps children develop good coordination skills, such as how to hold and use a bat to strike a ball. Children have a positive attitude to being outdoors, which promotes their understanding of a healthy lifestyle, and forms a firm foundation for life.

Teaching encourages children to understand about healthy food choices. Children are learning how different types of food help them to grow. The staff provide pre-school and wrap-around school club children with easy access to fresh drinking water, which is freely available from water stations. However, either staff or parents provide children with other drinks at mealtimes. Although these drinks have no added sugar, they do contain other ingredients that are not a healthy option for children. This does not teach children the best healthy habits at mealtimes.

Staff provide clear guidance to children to help keep themselves safe. For example, when children decided to sit on top of a table they were reminded that, 'Tables are for sitting at, not sitting on; you might fall off'. Teaching helps children to understand how to keep safe in the sun, and how to evacuate the pre-school in an emergency. Staff are good role models teaching children to learn how to manage their personal hygiene. This helps them manage their self-care in preparation for school.

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

The leadership and management have good systems to monitor the quality of teaching. Monthly staff meetings ensure staff and management have opportunities to discuss, and make modifications, to practice. Management arrange for all staff to have non-contact time to review their key children's progress and plan future learning. Management use this time to meet with individual key people to review children's progress. This means staff plan effectively for all children and ensure any gaps are narrowing for children identified as being in need of additional support. Management hold a 'huddle' every morning to share significant happenings planned for the day, to review planning and routines. This approach ensures staff deployment is effective so they can support their key children and

the routines. These regular meetings are an effective practice that informs the pre-school's ongoing priorities. Together, the management and staff evaluate their practice to set targets for improvement. The team reviews the progress made to drive improvements well.

The inspection took place following information received by Ofsted about early years children's safety and supervision. Staff left a child outside very briefly in the enclosed outdoor area. A member of staff soon found the child. The management took swift and effective action to review risk assessments and staff deployment to ensure this does not happen again. In addition, all staff use walkie-talkies to keep in touch between the indoor and outdoor environments. The management acknowledges that on one occasion the computer's security system failed, enabling older children attending wrap-around school club to access inappropriate websites for a few minutes. On this occasion, the management informed the relevant agencies and worked in partnership with the children's school. The management re-established the computer security systems as a matter of urgency.

The leadership and management have a suitable safeguarding policy and the local safeguarding children board guidance and procedures. The policy covers the use of mobile phones and cameras in the pre-school, and in the wrap-around school club. The staff have a good understanding of their safeguarding responsibilities. They can clearly describe worrying changes in children's behaviour or physical condition, and know how to report concerns, to protect children from harm. In addition, the wrap-around school club children understand that they must not use their mobile phones and other devices in the club. The management and staff complete risk assessments before each session and throughout the day. Staff remove any hazards or make them safe. This action ensures a safe environment for children to play and learn.

The leadership and management have effective systems for safer recruitment of suitable staff. They ensure that all staff complete the necessary Disclosure and Barring Service checks. This helps check the suitability of any adult involved in the pre-school and wrap-around school club. Management support the professional development of all staff. Appraisals take place annually in order to talk about what staff need to 'start', 'stop' and 'continue' to do. This method helps to identify the staff's strengths, and areas for which training maybe helpful to extend their professional development. Training helps staff to make improvement to their practice. For example, the pre-school leader has achieved a Foundation Degree in Early Years, which enables management to lead and review teaching practice to enhance outcomes for children.

Partnership with parents and other professionals is strong. Parents spoke highly of their children's time in pre-school. For example, the progression their children have made in their learning, and the kind nature of the staff. Thank you cards from parents given at the end of term say on behalf of their children, 'I love my cuddles with you when I get a bit upset and I have already learnt a lot from you', and 'Thank you for making me feel secure and safe.'

The leadership and management work in partnership with other professionals and parents to ensure children receive any additional support they may require, and to prepare them

for their move to school. The good partnerships with local schools help the management to manage these complex arrangements. Staff have good systems for collecting children from other schools. This ensures children arrive safely at the wrap-around school club.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY295907
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	982438
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	33
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Lisa Janice Arnold
<b>Date of previous inspection</b>	08/04/2011
<b>Telephone number</b>	01628 473566 or 07970 028275

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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