

# Teacher Time

38 Beaumont Road, Middlesbrough, TS3 6NW



## Inspection date

Previous inspection date

27 May 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff meet children's care needs well and maintain consistent routines with which children quickly become familiar. Children form strong attachments with all adults in the nursery. They demonstrate that they feel secure as they are confident to explore their environment.
- Partnership with parents are excellent. Staff work with parents to ensure that children are developing well both at nursery and at home. They share information about what children know and can do and support children's progress together. Parents report that their children are developing well and they recommend the nursery to others.
- Children's learning and development are regularly assessed to identify what they know and can do. A planned program of purposeful activities and experiences is in place to support the next steps in children's learning.
- Children explore the well-planned environment. Interesting items provoke children's imaginations, encouraging them to explore. For example, children squeal with delight as they put out the imaginary fire.

### It is not yet outstanding because:

- Although staff are attentive to children, practice does not always support children in developing their own ideas or leading their own learning spontaneously.
- Staff do not use routines of the day, such as at mealtimes, well enough to facilitate discussions that encourage social interaction. As a result, opportunities for children to reflect on the day, share interests, news and develop social skills are missed.
- Ways in which children can contribute to the group, to support their understanding of caring for each other and to foster an increasing sense of responsibility, are not given enough consideration.

## What the setting needs to do to improve further

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

- monitor and improve practice further to ensure that children are supported in spontaneously developing their own ideas and shaping their own learning
- place more focus on the social aspect of mealtimes and the value of enabling children to have conversations that matter to them while they sit together at the table having a meal
- encourage children to help more with achievable tasks and make a contribution to the group, so they develop a greater sense of responsibility and understanding of how to care for others.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation and evaluated practice with the provider.
- The inspector held a meeting with the nursery manager and providers. She looked at relevant documentation, such as policies and procedure and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Katharine Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The management team works closely with staff, encouraging whole team engagement and professional development through team meetings, training and individual supervision sessions. Management is committed to improving standards of practice which are regularly monitored. A nursery development plan is in place, setting out priorities for improvement which include children's thoughts and ideas. Children are prepared well for the next stage in their education, including transition to school. Staff work closely with other professionals and with parents to help prepare children for the change. The arrangements for safeguarding children are effective. There are a range of child protection policies and procedures in place which are understood by staff. Management regularly monitors staff's awareness of these procedures and ensure that they know how to identify children who may be at risk.

### Quality of teaching, learning and assessment is good

Teaching is good. Qualified teachers in the team have high expectations of practice. They use their knowledge to effectively monitor children's progress and make adjustments to support children's achievement. Children with lower starting points are identified swiftly and supported well. As a result, gaps in development are closing. The small outdoor space is supplemented with regular outings in the community for children to explore the world around them and to use local resources to develop their large physical movements. Children enjoy exploring their favourite books and sharing these with adults. They spontaneously practise their writing skills and explore numbers in their role play. For example, children use their mathematical knowledge as they play shops, exploring volume, weight and numbers. Meaningful words and numbers are displayed in the environment to support further literacy and mathematical learning in context.

### Personal development, behaviour and welfare are good

All children are encouraged to explore and to have a go. Adults are keen to ensure that every child is included, engaged and supported. There is an established key-person system in place so that children and parents have a familiar adult to support them. Staff play alongside children, celebrating their efforts and providing encouragement. Children's behaviour is very good, they are starting to learn to take turns and are encouraged to use their manners. Staff work with parents to support children in learning about keeping themselves safe both at home and in the nursery. For example, they learn about dangers in the kitchen and what they cannot touch. Children are provided with a healthy range of snacks, meals and drinks and are starting to learn about leading a healthy lifestyle.

### Outcomes for children are good

Children of all ages are making good progress in all areas of learning and are well prepared for school. Children who speak English as an additional language are developing their language skills quickly and all children communicate well. Children display an eager disposition towards learning and are motivated and enthusiastic learners. They are confident and are developing their independence well.

## Setting details

<b>Unique reference number</b>	EY487252
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	1009384
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 12
<b>Total number of places</b>	20
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Teacher Time Limited
<b>Registered person unique reference number</b>	RP903129
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07730570806

Teacher Time was registered in 2015. It is one of three settings owned and managed by a limited company. The nursery employs six members of childcare staff. One holds an appropriate early years qualification at level 2, two at level 3 and three hold qualified teacher status. The nursery opens from Monday to Friday term time only, from 8.30am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children and holds Early Years Quality Mark.

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