

Time Childcare

Poringland Village Hall, The Street, Poringland, Norwich, Norfolk, NR14 7RE



Inspection date

27 September 2016

Previous inspection date

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 work extremely hard each day to create a very stimulating and child-centred environment for children, both inside and outdoors, where children never tire of investigating, exploring and learning through play.
- Staff have high expectations of what children can achieve. They provide challenging, precisely targeted learning experiences so that children's learning is, at the very least, good from their individual starting points.
- Staff are courteous and cheerful role models and this helps to promote children's positive behaviour. Sensitive staff interaction supports children in understanding and appreciating one another and building secure friendships. Children flourish and thoroughly enjoy their time at the setting.
- Partnership working with professionals at other agencies and settings that contribute to children's learning and well-being, are highly successful. They commend the staff team on their excellent communication and sharing of information and for the effective work staff do with the children in the setting, to ensure that every child achieves.
- Management are highly motivated, reflective and continually strive for high-quality care and education. All staff demonstrate a real passion and commitment to ongoing professional development, leading to continuous improvements in practice that heighten the outcomes for children even further.

It is not yet outstanding because:

- Staff do not make the most of opportunities to encourage children to think, predict outcomes or discuss their answers and ideas with their friends.
- Staff do not provide children with enough opportunities to build on their interest in technology or to learn how things work.

What the setting needs to do to improve further

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

- find ways to further extend children's thinking skills during activities to express their thoughts and ideas and discuss these with their friends
- provide more opportunities for children to develop their interest in technology and to explore how things work.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection and completed a joint observation with the manager of the setting.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector sampled a range of other documentation, including the learning and development records of children, the setting's policies and procedures and risk assessments.
- The inspector took account of parents' views expressed through written testimonials and spoke to a small number of parents during the inspection.

Inspector

Lindsey Cullum

Inspection findings

Effectiveness of the leadership and management is good

Management and staff show a genuine dedication to their roles and want only the best for all children. Self-evaluation is embedded in practice and ensures improvements accurately reflect the needs of children attending and enhances the provision even further. Management monitor teaching closely and provide staff with regular supervision to identify further ways of supporting their professional development. Training opportunities are welcomed by all and are sharply focused to give staff even more skills and knowledge to support the children cared for. The arrangements for safeguarding are effective. Management follow robust procedures when recruiting and vetting staff to ensure that they are suitable to work with children. Staff are knowledgeable about identifying and reporting any concerns they may have about children's welfare.

Quality of teaching, learning and assessment is good

Children thrive at the setting. They benefit from a knowledgeable and very skilled staff team that truly enjoy their work. Staff know the children very well. Key persons talk in detail about what the children know and can do, and how they plan to help them progress. They offer parents support with developmental issues and provide detailed information about activities. This aids parents in extending their children's learning at home. Children in the setting are involved and interested in learning. Older children show that they can play cooperatively with others, taking turns to build a sofa from bricks and using their imagination during role play. Children show good hand-to-eye coordination and sustained concentration as they explore sensory and malleable materials. They carefully put glue onto a spreader, methodically spread it across their paper plate and select what they would like to stick on, developing their own creative ideas. Staff help to promote children's communication and language skills by talking to them and asking questions to support and extend their play. Children are introduced to numbers, colours and shapes as they play, contributing to their understanding of mathematics.

Personal development, behaviour and welfare are good

The nurturing staff team develops positive relationships with children. They visit families in their homes before children start, so they gain a good understanding of each child's needs and develop trusting relationships with parents. A strong culture of mutual respect and positive behaviour is well established. Children gain a sense of responsibility and independence through the very accessible environment and from tasks that encourage them to do things for themselves. For example, children eagerly serve their healthy snacks and drinks and clear away after they have eaten. The setting's garden provides children with a wide range of opportunities to support their physical development. They climb and balance, while staff are on hand to manage risks effectively and keep children safe.

Outcomes for children are good

Children are very well prepared for the next stage in their learning and have the skills that empower them to achieve well in their future learning. Children are very eager to participate in a wide range of activities and try new experiences. They display high levels of confidence, are good communicators and have developed friendships with peers.

Setting details

Unique reference number	EY490883
Local authority	Norfolk
Inspection number	1026485
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 12
Total number of places	30
Number of children on roll	171
Name of registered person	Time Childcare
Registered person unique reference number	RP534706
Date of previous inspection	Not applicable
Telephone number	01508 492947

Time Childcare was registered in 2015 and is run by a board of trustees. It employs 11 members of childcare staff, six of whom hold appropriate early years qualifications at level 2 or above. The provision for children in the early years opens on Tuesdays, Thursdays and Fridays from 8.45am to 2.45pm, term time only. An out-of-school facility operates Monday to Friday from 3pm to 6pm and for two days a week during the school holidays from 9am to 5pm. The setting provides funded early education for two-, three- and four-year-old children.

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