

Teacher Time

Wrensfield Road, Stockton On Tees, TS19 0AY



Inspection date

Previous inspection date

3 March 2017

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

- The setting's owners are highly qualified and fully committed to helping every child reach their full potential. They ensure that their well-qualified team of staff provides high-quality care and education which help all children progress well.
- Teaching is good and sometimes outstanding. Where it is outstanding staff engage children, fire their imaginations and support them to make the most rapid progress.
- Staff have high expectations for every child. They respond to this and behave extremely well. They learn to understand and follow rules and routines, play cooperatively and be kind to one another.
- Children are very well supported when children start in the setting. Staff gather detailed information about children's learning, attainment and care needs. This is used to help children settle well, feel safe, secure and comfortable.
- Parents value the setting highly. They feel welcome, listened to and supported. They particularly appreciate how flexible staff practice is to meet their family needs.
- There are robust systems in place for safe recruitment, induction and supervision of staff.
- Children who are behind in areas of learning are very well supported. Staff work with parents, professionals and agencies to ensure children's needs are met.

It is not yet outstanding because:

- Although good self-evaluation systems are in place, these are not yet fully embedded and being used most effectively to assess the impact of changes to practice to focus improvement planning.

What the setting needs to do to improve further

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

- strengthen good self-evaluation systems and use the information gathered about the impact of practice to focus further on enhancing improvement planning.

Inspection activities

- The inspector took a tour of the setting.
- 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 during the inspection.
- The inspector completed a joint observation with the setting owner.
- The inspector held a meeting with the setting's owners. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Policies and procedures are robust and evident in practice. Staff are deployed well and supervise children closely. They help children to recognise dangers and keep themselves safe and healthy. Staff know what to do if they have concerns about children's welfare or development. Staff seek and act upon feedback from parents and children. Staff are fully engaged in planning for children's learning and development. They closely track children's progress and use this to plan support to help close any gaps in their learning. They work closely in partnership as they seek support from other professionals and agencies as quickly as possible to further support children's learning and development.

Quality of teaching, learning and assessment is good

The learning environment celebrates children's achievements and interests in vibrant wall displays. These help children to feel valued. Children and staff refer to these as they play and they support learning very well. Children point to their photographs and recall their past experiences. Staff use observations of children to assess their needs and to plan a range of interesting and engaging activities. Babies and toddlers enjoy time outside and develop their physical skills using a variety of sensory materials. They become more physically adept, negotiating the spaces on foot and on wheeled toys. Older children are drawn into a story and enthusiastically read with staff. They help to make lunch and talk about size and shape while they are chopping vegetables. Staff focus their interventions on children's specific learning needs and tailor their teaching methods to children's individual learning styles. Parents have access to an electronic system which shows what their children do and achieve in the setting. They feel very well informed about children's progress and know what to do to support learning at home.

Personal development, behaviour and welfare are good

Children are very well supported when they start in the setting. Staff gather detailed information about their care needs and interests. This is used to help children settle well and feel secure. Children develop independence through routines and planned activities. They show confidence when facing new learning experiences and become inquisitive learners. Children develop skills across all areas of learning, inside and outdoors. Their time is enriched by the range of outings they go on and children start to appreciate and feel pride for their local community. Staff help children to understand how to keep themselves healthy and safe. Meals are balanced and nutritious and specific dietary needs are catered for.

Outcomes for children are good

All children make at least good progress and some make outstanding progress from their unique starting points. Children who speak English as an additional language and those who enter the setting with below expected levels of development make rapid progress. Funding is used wisely to improve outcomes for children. Children at all ages and stages of development are verbal, make choices and lead their own learning. When it is time for children to move on to school they are ready and do so with confidence.

Setting details

Unique reference number	EY487261
Local authority	Stockton on Tees
Inspection number	1009134
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	60
Number of children on roll	40
Name of registered person	Teacher Time Limited
Registered person unique reference number	RP903129
Date of previous inspection	Not applicable
Telephone number	07730570806

Teacher Time was registered in 2015, is privately owned and is situated in Stockton On Tees. The setting employs eight members of childcare staff. Of these two hold a BA (Honours) Degree in Early Childhood Studies, two hold an appropriate qualification at level 3 and one at level 2. The setting owners hold qualified teacher status and one holds a masters level qualification in special educational needs coordination. The setting opens from 8am to 6pm, Monday to Friday, term time only and provides funded early education for two-, three- and four-year-old children.

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