

# Inspection of Teacher Time

2 - 4 Burlam Road, Linthorpe, Middlesbrough, Cleveland TS5 5AE

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Inspection date: 24 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

The nursery has a very calm, safe and stimulating environment. Children use the high-quality resources and equipment confidently. They develop good levels of independence and follow their own ideas in the indoor and outdoor areas. For example, children are keen to explore mark making by using paint brushes and water while outside. They demonstrate significant levels of concentration and good control as they paint.

Staff work in close partnership with parents to ensure that they fully understand what children already know and can do. They provide well-planned activities alongside positive interactions to develop children's skills and support their ongoing progress. For instance, children are delighted to take part in a potion-making activity led by staff. They are keen to explore a range of interesting ingredients. Children use their senses to help them describe the changes they observe as they mix their potions.

Staff have high expectations of all children. They are excellent role models. Staff support children to learn to manage their own behaviour and consider the feelings of others. Children show care and respect for each other and enjoy play opportunities together. They behave well, know the boundaries and respond positively to gentle reminders when they are given.

### What does the early years setting do well and what does it need to do better?

- Leaders have developed an ambitious vision for the nursery. They work closely with the staff team. They ensure that staff receive regular supervision, which provides an opportunity to discuss their well-being. This allows them to identify any training or support needs quickly and efficiently. Leaders plan to extend opportunities for staff to take increasing responsibility for developing aspects of practice and enhancing children's learning even further.
- All staff are extremely dedicated to their roles. They successfully meet the needs of all families to ensure that children learn skills they need to succeed in their future learning. All families are invited to take part in community classes in a dedicated space within the nursery building. Parental feedback is very positive. Parents feel extremely well informed about their children's learning. They comment that staff support them well to consolidate and extend their children's learning at home.
- Leaders work with staff to evaluate the quality of their practice. For instance, they have recently identified that children's mathematical development is an area to focus on. They have reorganised and enhanced resources to support children's learning. Staff teach children about numbers and new mathematical concepts. However, on occasions, staff do not challenge children to use their

knowledge and skills within their play and everyday routines.

- Children with special educational needs and/or disabilities make good progress and are monitored closely. There are strong professional partnerships in place that allow essential information to be shared successfully to support continuity in care for all children. There are effective arrangements to support children as they move on to the next stage in their learning.
- Staff value children's individual experiences and consider their specific learning needs. For example, they use a range of simple signs and words in children's home languages to support their understanding of the daily routines. Children who speak English as an additional language make strong progress and display high levels of motivation. For instance, they rapidly learn new words, such as 'slimy' and 'sprinkle', as they follow instructions to make potions.
- Staff read books with great expression. Children enthusiastically join in and demonstrate good listening and attention throughout. They choose from a wide range of books as they play that are linked to their interests. Children also benefit from the use of a library where they can select books and resources to take home to share with their parents.
- The effective key-person system ensures staff have good knowledge about individual children. Flexible settling-in arrangements support all children to settle easily and to develop secure attachments with caring and nurturing staff. For instance, babies leave their parents with ease and are keen to explore the learning environment during their visits. They display high levels of emotional well-being.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a comprehensive understanding of safeguarding and their responsibility to protect children. They know and understand the signs that may suggest a child is at risk of harm or that a family may be in need of additional support. Staff demonstrate good knowledge of the procedures to follow in responding to and reporting concerns. They complete regular training and have a secure knowledge of wider safeguarding practices, such as how to protect children from extreme views. Leaders have created a culture of vigilance within the staff team and ensure that all concerns are acted upon robustly.

## What does the setting need to do to improve?

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

- extend opportunities for staff to take increasing responsibility for leading areas of practice that enrich children's learning experiences even further
- make greater use of opportunities to help children to use their learning about mathematics in everyday activities and play.

## Setting details

<b>Unique reference number</b>	EY548876
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	10106916
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Teacher Time Limited
<b>Registered person unique reference number</b>	RP903129
<b>Telephone number</b>	07730570806
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Teacher Time registered in 2017. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including two with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Amy Keith

## Inspection activities

- The inspector completed a learning walk with the provider and held discussions about the early years provision and meeting children's needs.
- A joint observation was carried out and the inspector took account of the provider's evaluations.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of documentation. This included suitability checks on staff and safeguarding policies.
- A meeting was held between the inspector and leaders to discuss leadership and management arrangements.

We carried out this inspection 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.

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