

# Inspection of Timsbury Childcare

Tabor Church, North Road, Timsbury, Bath BA2 0JH

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Inspection date: 17 May 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at Timsbury Childcare happy and excited for their day to begin. They are met at the nursery door by warm and welcoming staff, which supports children to feel safe and secure. Children's behaviour is good. Staff promote children's independence skills as they encourage children to take off their own coats and bags and hang these on their pegs. Due to the COVID-19 pandemic,, parents are unable to enter the nursery building. Staff utilise electronic communications to ensure information is shared effectively with parents. Therefore, this has had no impact on children's learning and development.

Children are eager to access the range of activities and resources on offer inside and outside. Children demonstrate good attitudes to learning and are keen explorers. For example, children curiously scoop up tadpoles from the water using clear jars to examine any changes that may have occurred over the weekend. They look closely with their friends and discuss whether the tadpoles are nearly ready to be frogs. Children gain good communication skills as they benefit from a language-rich environment. Staff introduce new vocabulary into children's play. For example, staff use descriptive language to explain to the younger children that the dough needs to be sticky and stretchy for the pizza toppings.

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

- Staff provide children with a variety of stimulating activities outdoors. Children use tools while exploring the texture of sand and are encouraged to fill and empty containers. Children and staff work together to transport and pour water down pieces of guttering, to wash away the plastic animals that are stuck.
- Staff support children to develop the small muscles in their hands and fingers, to promote their early writing skills. For example, they have a go at cutting and squeezing oranges in the mud kitchen to collect the juice to make potions. Children show good concentration and coordination skills as they use the pestle and mortar to crush different leaves and herbs to add to their creations.
- Children become engrossed in imaginative play. For example, children act out different characters in the shop role play and use different props and resources to extend their pretend play.
- Partnerships with parents are strong. Parents describe the nursery as a 'home-from-home setting'. Staff share information with parents regularly about their child's learning and development, including what they are working on next. Parents comment on the high levels of progress that their children have made since starting at the setting.
- Staff place a strong emphasis on children's personal, social and emotional development. They have used recent training to support children to recognise and talk about their emotions, and how these may feel in their bodies. This has

helped children understand their emotions in more detail and seek support from staff if needed.

- Staff know all the children well and have developed good bonds with children and their families. They continuously give children praise for their individual achievements, which enhances children's sense of belonging and promotes their self-esteem.
- Staff support children with special educational needs and/or disabilities (SEND) effectively. They have developed good partnerships with other professionals to provide ongoing support for individual children's learning and development. Staff attend relevant training to extend their knowledge and help support children with SEND. For example, staff have recently attended Makaton training to support individual children's communication development.
- Leaders have worked hard to make changes to enhance the provision. They have introduced new planning systems which provides a more child-centred approach to learning. While the new systems are working well, there is still some work to be done to fully embed these changes, to enable children to build on what they already know and can do to make the best possible progress.
- Although children show good engagement most of the time, the structure and organisation of group times, such as circle time, are not as effective as other group activities. As a result, children become restless and struggle to concentrate.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that staff keep their child protection knowledge up to date through regular training. All staff are aware of how to identify and report any concerns they may have regarding the children, this includes wider safeguarding issues, such as radicalisation. When appointing new staff, the manager follows thorough recruitment processes to ensure staff are suitable for their role. Staff are deployed well within the setting and constantly risk assess the environment to ensure children are safe and secure.

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

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

- refine and strengthen the recently introduced planning systems to enable children to build on what they already know and can do, to ensure they make the best possible progress
- review the structure and organisation of group times to take into consideration the age ranges and individual needs of the children present, to enable all children to remain focused and engaged.

## Setting details

<b>Unique reference number</b>	EY554433
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10174328
<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 at time of inspection</b>	0 to 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	Green, Nicola Susanne
<b>Registered person unique reference number</b>	RP554432
<b>Telephone number</b>	01761472617
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Timsbury Childcare re-registered in 2017. The setting is located in the village of Timsbury which is in the Bath and North East Somerset District. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications ranging from level 3 to level 6, including one with qualified teacher status. The nursery opens from Monday to Friday, term time only. Sessions are from 7.30am until 6pm. The nursery opens for holiday club during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Terri Breakwell

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The manager led the inspector on a learning walk around all areas of the setting and explained how the early years provision and curriculum is organised.
- The manager completed a joint observation and evaluation of an activity with the inspector.
- Children and parents shared their views of the setting with the inspector.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The nursery manager and the inspector discussed the leadership of the setting. The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.

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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