

Inspection of Teacher Time

Wrensfield Road, Stockton On Tees TS19 0AY

Inspection date:

17 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children show excitement as they arrive at the setting. They smile as they see their friends and eagerly join in with activities. They separate well from their parents. Staff show that they are caring and compassionate. They greet children warmly. Overall, children are happy and safe at the setting. They are confident in regular routines. Children usually behave well because they know what is expected of them. For example, they happily help to tidy up to get ready for lunch. Children confidently use soap to wash their hands before eating. They concentrate while they use a knife to spread butter on their toast. Staff praise the children, who smile with pride at their achievements.

The provider has a good understanding of what she wants children to learn. However, this does not always transpire in practice. The nursery has been through a challenging time in recent months with regards to staffing. There has been a high turnover of staff. This has been unsettling for children, parents and staff. It has had an impact on the progress of a few children, especially in their communication and language skills. For example, staff do not always know which language children speak. Children are therefore unable to hear and use their own language alongside English. This means that some children do not have every opportunity to extend their speaking skills further.

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

- Children show a love of books. Some children sit and explore books on their own, while others listen to stories being read to them. Staff read to the children, pausing for them to remember what comes next and fill the gaps with familiar words.
- Children enjoy a wide range of engaging experiences, such as painting, stories and imaginary play. However, support for children's mathematical development is not always fully effective. Staff do not make consistent use of their interactions to further support children's good understanding of numbers and mathematical concepts.
- Staff are not always aware of the learning intention for activities and cannot demonstrate what they want children to learn. For example, children ask to participate in an activity to move like various animals on the roll of a dice. However, staff do not allow children to participate in the activity because they do not know how the animals move.
- The quality of teaching is variable. For example, children enjoy making pretend pizzas with the dough. Staff encourage the children to talk about what type of pizza they would like to make. This encourages children's language. However, on occasions, staff do not take children's age and learning needs into consideration. This means that some activities are too difficult for some children

and too easy for others.

- Staff provide opportunities for children to practise their small-muscle skills. For example, children use chalk to draw outside. They use their hands to play with dough and use tweezers to move conkers from one dish to another. This helps to prepare children for the next stages in their pre-writing development.
- Staff provide children with some opportunities to learn about cultures different from their own. For example, children engage in art and craft activities. However, staff do not fully support those children whose home language is not English. This does not help children understand what makes them unique.
- Generally, children develop confidence and independence skills. They use the toilet and they help scrape their leftover food into the bowl after lunch. However, staff do not sufficiently minimise the risk of cross infection with children. For instance, staff need prompting to wash their hands in between applying sun cream to each child.
- Staff introduce activities to children about the importance of brushing their teeth. This helps children understand the importance of healthy lifestyles. However, staff do not consistently promote children's understanding of how to make healthy choices. For instance, staff do not provide children and parents with information about how to have a healthy packed lunch.
- Parents report that their children are happy and enjoy coming to the nursery. They say that 'everyone is brilliant'. Due to the COVID-19 pandemic, staff have adapted the way they work in partnership with parents. Staff send parents information about their children's care and learning via an electronic app.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand the potential signs that might put a child at risk of harm. They know who and how to refer any concerns. Staff make sure that they keep children safe. They review risks in the environment. Staff undertake regular safeguarding training. Robust recruitment procedures are in place and the manager checks the ongoing suitability of staff. Staff are confident and understand the action to take if they have concerns about a member of staff. They are vigilant in recording any existing injuries children may have when they arrive at the setting. Safeguarding processes include the safe use of mobile phones and cameras in the setting.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement effective hygiene routines at all times in order to minimise the spread of infection and promote children's good health	16/08/2022
devise a clear, ambitious curriculum across all seven areas of learning that is shared effectively with staff so that they all know precisely what they need to teach and why	16/08/2022
develop staff's skills and knowledge in child development to help them identify and support all children with their next steps effectively in order to provide sufficient challenge in their learning	16/08/2022
ensure that staff support all children's communication and language, especially those who speak English as an additional language.	16/08/2022

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

- improve staff's knowledge of mathematics so that the curriculum promotes children's progress in this area effectively
- provide children with further experiences to help them learn about each other's differences and what makes them unique
- provide children and parents with consistent messages about making healthy choices, including how to have a healthy diet.

Setting details

Unique reference number	EY487261
Local authority	Stockton-on-Tees
Inspection number	10236631
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	60
Number of children on roll	22
Name of registered person	Teacher Time Limited
Registered person unique reference number	RP903129
Telephone number	07730570806
Date of previous inspection	3 March 2017

Information about this early years setting

Teacher Time registered in 2015. It is privately owned and is situated in Stockton On Tees. The setting employs three members of childcare staff. Of these, the manager holds an early years teaching qualification, one member of staff holds a BA Honours in Early Childhood Studies and one member of staff holds an appropriate qualification at level 3. The setting's owners hold qualified teacher status and one holds a Master's-level qualification in special educational needs coordination. The setting opens from 8.45am to 4pm, Monday to Friday, term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Crumpton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- A joint observation of an activity was carried out by the inspector and the provider.
- The inspector held discussions with the provider, the manager, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of staff, safeguarding and paediatric first aid.
- The views of parents were considered by the inspector, through verbal discussions.

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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