

Inspection of Time Childcare

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

Inspection date: 7 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They benefit from an interesting and varied range of resources that promote all areas of learning, both indoors and outdoors. Staff plan playrooms thoughtfully, to support children to engage in purposeful play. Children thoroughly enjoy their time in the setting. They come in readily and eagerly go off to find their friends. Children build strong emotional attachments to their key person and other staff. They are helped to develop the confidence to cope with new experiences. For example, some children confidently came over to chat to the inspector and invited her to read to them. Children are developing a love of books and communicate well.

Children demonstrate a good motivation to play and learn. They are actively engaged in activities and enjoy staff's interactions with them. Staff join in activities and know how, and when, to extend children's learning. For example, when children are banging on musical instruments, staff give children time to explore the sounds before joining them and teaching them how to use the instruments in different ways. Children learn how to make sounds loudly, quietly, fast and slow. Children readily start and stop, following staff's instructions, and thoroughly enjoy their experience. Overall, children behave well.

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

- Each child has a named person to take responsibility for their daily well-being and plan for their learning and development. Staff know the children well and talk confidently about them. They use what they know to plan varied and stimulating activities that are rooted in children's interests and what they need to learn next.
- Overall, staff support children's speech and language development well. Staff model taking turns in conversation and introduce new vocabulary. However, they sometimes ask questions but then move on before children have had time to think and express their own responses.
- Children respond positively to staff's high expectations. Staff talk to children in a calm, respectful manner, gently reminding them about the need to share, take turns and consider the needs of others. Children have a positive attitude to learning.
- Children confidently choose what they want to play with and readily lead their own play. They use numbers and mathematical language confidently. For example, children confidently count the number of bangles they have put on their arm, attempting to say a number name for each item.
- Staff know about children's home lives and talk to them about their families, significantly enhancing their sense of belonging. Children readily seek out staff for reassurance and to share play experiences. Staff give meaningful praise for

children's individual efforts. This supports children's self-esteem well and they beam with delight.

- Children are helped to learn about the importance of good hygiene routines. They are encouraged to manage their personal hygiene needs relevant to their age and stage of development. Children are learning about oral hygiene and the importance of brushing their teeth regularly.
- Overall, partnerships with parents are good. Parents who contributed their views at the inspection state that they are happy with the service provided. They value the dedication of staff to meeting their children's needs and describe the setting as 'a lifeline'. However, some parents do not feel that they receive enough information about what their children are doing in the setting.
- The manager and staff ensure that children receive any additional funding that they are entitled to. However, they do not seek parents' views on how the early years pupil premium could be best spent, to promote the best possible progress for their children.
- Staff are enthusiastic and work well together as part of a friendly and motivated team. The manager implements an effective programme of supervision and appraisal for all staff to manage their performance and support their well-being. Some staff are currently working towards recognised early years qualifications.
- The manager and staff demonstrate a strong commitment to continuous improvement and working towards excellence in all areas. They have high expectations for the provision to ensure that all children are developing the key skills needed to be ready for school.

Safeguarding

The arrangements for safeguarding are effective.

There are effective recruitment and selection procedures in place to help ensure that those working with children are suitable for their role. Staff fully understand the process to follow if they have a concern about a colleague. There is a robust whistle-blowing procedure in place. All staff complete training in child protection to ensure that they are able to recognise the indicators of abuse and know what to do if they have a concern. The manager is the designated safeguarding lead and understands her responsibility to refer concerns in a timely manner.

What does the setting need to do to improve?

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

- give children time to think and respond to questions
- explore further ways to share information with parents about what children are doing in the setting
- involve parents in decisions about how the early years pupil premium funding for their children is spent.

Setting details

Unique reference number	EY490883
Local authority	Norfolk
Inspection number	10236686
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	41
Name of registered person	Time Childcare CIO
Registered person unique reference number	RP534706
Telephone number	01508 492947
Date of previous inspection	27 September 2016

Information about this early years setting

Time Childcare registered in 2015. It employs 12 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 8.30am to 2.30pm, term time only. An out-of-school facility operates Monday to Friday from 2.30pm 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.

Information about this inspection

Inspector
Jacqui Mason

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 manager and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a tour of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- Staff spoke with the inspector at appropriate times throughout the inspection, and the inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager and also looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- Children spoke with the inspector during the inspection.
- Parents shared their views on the setting with the inspector, through discussions and written testimonials.

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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