

Inspection of Teacher Time Easterside

Easterside Community Hub, Broughton Avenue, Middlesbrough TS4 3PZ

Inspection date: 8 September 2022

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

What is it like to attend this early years setting?

The provision is good

The nursery is a welcoming and nurturing setting. Staff have good relationships with the children in their care and are kind and caring. Children are happy and independently enjoy the resources and activities on offer, indoors and outdoors. Daily routines help them to feel safe and secure, and there are opportunities for independent learning and adult-led group times that encourage focus and develop children's communication and language skills.

Overall, behaviour is good. Staff encourage children to build their confidence to access the provision independently, and children benefit from a range of learning opportunities. For example, children enjoy singing, exploring threading and building their mathematics skills. Children explore sensory play, such as foam, mixing paint into the water tray and playing with sand. They also have the opportunity to role play in the home corner, building their imaginations and understanding of the world.

Children have good relationships with their key person, which builds their self-confidence and self-esteem. Staff are on hand to help parents with advice and guidance on their child's development. Children have daily access to fresh air and exercise with a secure outdoor area. Children are encouraged to climb, slide and use the trikes, which aids their physical development. However, staff could do more to promote turn taking and manners at snack and mealtimes.

Children's individual developments are celebrated and displayed in the classroom, giving them a sense of pride in their learning.

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

- Children are happy to come into nursery and independently access play experiences and learning opportunities.
- The setting is wonderfully inclusive and welcomes children with special educational needs and/or disabilities (SEND) or complex needs. Support for children with SEND is particularly strong. The setting has very good relationships with other agencies to help create a holistic approach to children's development.
- Staff work hard to ensure children's individual needs are met, working in partnership with parents. Staff celebrate children's achievements and share their learning with parents through an online platform. Parents speak highly of the staff, and the nursery and partnerships with parents are strong. Parents feel supported by the team and are very happy with the service provided.
- Staff promote children's personal, social and emotional development well. They are encouraged to become independent in their self-care. For example, there is a nose-wiping station and handwashing routines are well established. Children

are rewarded for toileting achievements and feel a sense of accomplishment when they reach this milestone. Staff encourage children to be independent in their learning and self-care. Children are given support to take on and off their own coats, pour drinks and decide what they would like to play with while at the setting.

- Overall, support for children's communication and language development is good. Books are used as a stimulus for a variety of activities, including the learning of letters and sounds. Staff play with children at their height and interact with children in their play. Staff encourage children to count and compare shape and size. They discuss what will happen when coloured paint powder is mixed into shaving foam and enjoy exploring the results.
- Children have adult-led group times throughout the daily routine to build their focus and attention skills. However, some children are not encouraged to join in and supported to focus consistently during these times. Those who take part relish the animated story time and enjoy singing, joining in when the staff member misses out words. Staff discuss with children the story of the 'Three Little Pigs' and encourage further learning through the exploration of pink paint, constructing houses with blocks and shaving foam.
- Children benefit from a variety of opportunities to play in all weathers, climbing and balancing and learning how to pedal on trikes. They also make wider use of the facilities on site, such as a library and computer station.
- All staff attend regular training to keep themselves up to date with best practice, and the manager is proud of the learning environment and range of activities on offer.
- Children feel safe and secure here and have good relationships and conversations with their key person. However, there is scope to improve the development of interactions and conversations between children and their peers.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe and protected through the staff's excellent knowledge of safeguarding policies and procedures. Children are able to use the internet for enhancing their learning, including the community library computers on site. Staff understand the risks posed, and controls are in place to protect children who are learning online. Leaders ensure staff regularly undertake relevant training to keep their knowledge up to date. They understand their role and responsibilities to protect children from harm. All staff at the time of inspection are currently paediatric first-aid trained.

What does the setting need to do to improve?

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

- consider staff deployment at group times, to ensure all children are able to access and benefit from the adult-led moments in the routines of the day
- create further opportunities for children to understand and put into practice British values, including democracy and mutual respect. For example, by encouraging the use of 'please' and 'thank you' and offering choices at snack and mealtimes
- encourage children's developing social and communication skills even further during conversations with their peers.

Setting details

Unique reference number	2587935
Local authority	Middlesbrough
Inspection number	10249126
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	1 to 10
Total number of places	35
Number of children on roll	28
Name of registered person	Teacher Time Limited
Registered person unique reference number	RP903129
Telephone number	07730570806
Date of previous inspection	Not applicable

Information about this early years setting

Teacher Time Easterside registered in 2019. The nursery employs six members of staff and is overseen by two further members of the leadership team, both with qualified teacher status. The manager holds a level 3 qualification, and the deputy manager holds qualified teacher status. All other staff hold appropriate early years qualifications at level 2 or above. The nursery opens mainly term time, offering after school and holiday provision from Monday to Friday, between the hours of 8am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Nevett

Inspection activities

- This was the first routine inspection the provider received since registration.
- The manager and inspector completed a learning walk together and discussed the early years provision and curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views and knowledge.
- Parents shared their experiences of the setting with the inspector.
- The inspector made observations of children and staff, both indoors and outdoors, during the day.
- The inspector carried out a joint observation of practice with the provider.
- The inspector had discussions with the manager and providers during the inspection.
- The inspector observed the quality of education and care, assessing the impact this has on children's learning.

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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