

Inspection of Tots and Time Out Nursery

32 - 34 Eshton Road, East Bourne, East Sussex BN22 7ES

Inspection date: 3 October 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 arrive at the nursery happy. They leave their parents at the door and come in excitedly. Children are curious and confident when exploring the environment. They are content and display a strong sense of belonging. Children show that they feel safe and secure. They form strong and trusting relationships with the staff, who are kind, caring and attentive in their approach. Children readily seek them out for cuddles and comfort.

Children's independence, self-care and self-confidence are well supported. For example, staff encourage children to put their coats and shoes on before going outside. Children have a can-do attitude and persevere even if they find something difficult. They are praised for their efforts. Children are supported to take appropriate risks. They build their own obstacle course and enjoy climbing and balancing on tyres. This helps children to develop their physical skills and become resilient.

Children behave well. Staff give children timely warnings between activities. Older children understand the routine. For instance, they help tidy away resources before lunchtime. They show care and concern to others as they play together. Staff use age-appropriate language when communicating with children, which ensures that all children understand what is said to them.

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

- Partnership with parents is a strength of the nursery. Parents speak very highly of the management and the staff. They find them approachable and kind. Parents highlight the opportunities the management team offers them. For example, they are invited to participate in various courses, such as an emergency paediatric first-aid course. Parents comment on the good progress their children make since attending the nursery. Communication is good. Parents confirm that they are kept up to date with their children's learning and development. Staff encourage parents to support the children's next steps with ideas to continue learning at home. For instance, children bring home 'autumn bags' to collect sticks, acorns and leaves.
- Overall, staff competently support children's communication and language. They continuously talk to children and engage them in conversations. Staff listen well to children and introduce new words to the conversation, while explaining their meaning. For example, at the water tray, staff introduce the word 'ripple' and ask children to look at the shapes the stick makes. In general, staff ask children meaningful questions to support their language. However, at times, they do not give children enough time to think and respond.
- Staff plan experiences to help children learn about feelings and emotions. For

example, children learn to name feelings, such as 'angry', 'sad' and 'calm'. However, staff do not fully recognise opportunities to extend children's learning further, such as by talking about what these feelings mean. Children focus well during activities. They listen respectfully to each other and adults. As a result, children develop a positive attitude towards learning. Staff encourage children to speak about what they are doing and what they want to achieve. For instance, children talk about where they live while creating houses from recycled materials.

- Mathematical language is woven into everyday play. Staff introduce mathematical language into the conversation, such as 'opposite' and 'half'. Children count spontaneously as they play. For example, while playing with blocks, children count the increasing number of squares successfully. This helps children to develop their mathematical skills.
- All children, including those with special educational need and/or disabilities make good progress in their learning and development. Staff work closely with parents and external services to provide for children's individual learning and developmental needs. They plan targeted support to help children make good progress.
- Staff's well-being is very important to the management team. The manager carries out regular supervision sessions and one-to-one conversations with the staff. They use these to identify staff's strengths and provide support where needed. For example, following staff requests, the management team recently organised sign language training. Staff comment on the approachable nature of the management team. They say that they feel happy and supported in their role.

Safeguarding

The arrangements for safeguarding are effective.

Senior management and staff have a very good understanding of their roles and responsibilities in keeping children safe from harm. They know and can identify the signs of abuse. Managers know what to do and who to approach if they have a concern about a child or an adult. They know the steps they need to take if an allegation was made against them. Senior management and staff are aware of all aspects of safeguarding, including radicalisation and female genital mutilation. The senior management understand the importance of keeping their knowledge and their team's knowledge up to date.

What does the setting need to do to improve?

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

- support staff to recognise and use opportunities to further challenge and extend children's learning

- allow children more time to process and respond to questions during interactions with them, to further support their speech and language development.

Setting details

Unique reference number	EY451807
Local authority	East Sussex
Inspection number	10228726
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	1 to 4
Total number of places	23
Number of children on roll	131
Name of registered person	Tots and Time Out Limited
Registered person unique reference number	RP531873
Telephone number	01323726132
Date of previous inspection	24 November 2016

Information about this early years setting

Tots and Time Out Nursery registered in 2012 and is based in Eastbourne, East Sussex. It is open all year round from 8am to 6pm, Monday to Friday. The nursery employs 14 members of staff. Of these, 13 hold relevant qualifications at level 2 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Oshra Murphy

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- A joint observation of an activity was carried out with the manager.
- The inspector looked at relevant documentation, including evidence of staff's suitability.
- The inspector observed the staff's interactions with the children and assessed the impact 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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