

# Inspection of Time Out

The Bungalow, Garden Lane, Sherburn in Elmet, Leeds, West Yorkshire LS25 6AS

---

Inspection date: 30 March 2023

<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	Good
--	------

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

### **The provision is good**

Children thrive in this well-resourced and exceptionally nurturing environment. The very strong bond between staff and children is evident. Staff are especially kind, caring and patient. They know children very well and are particularly sensitive to children's individual needs. For example, staff automatically recognise when babies are tired. They know to use calm and comforting words as they gently rub babies' tummies. This helps to teach very young children the language of feelings and develop their sense of being safe and secure in the nursery.

Very young children show high levels of motivation and a can-do attitude to their learning. Babies excitedly design their own play using a range of different hats. They giggle with delight as they practise putting the hats on and off their heads. Babies eagerly share hats with staff to encourage them to join in the play. Babies show exceptional problem-solving skills for their young ages. For example, when babies reach the bottom of the slide, they work out to roll onto the grass before standing up.

Babies show great excitement as they engage with the natural world. For example, they laugh and clap their hands in pleasure as they watch squirrels run up and down nearby trees. Staff talk to babies about squirrels searching for nuts to eat. This widens children's vocabulary and engages their interest in the outdoor environment.

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

- Staff are excellent role models as they teach children to keep themselves healthy. For example, staff show babies how they wash their hands before handling food. Staff celebrate with very genuine praise as babies put their hands under running water and rub their hands clean.
- Children spend a lot of time at activities, relative to their very young ages. They show high levels of concentration and a motivation to explore and experiment. For example, as babies play with sand, they look with curiosity as the sand sticks to their hands. They giggle with delight as staff shake sand through a sieve and it falls onto their fingers.
- Children's developing communication and language skills are supported very well. Staff know to get down to children's level and to speak slowly and clearly. Staff listen carefully as babies babble. They repeat back their understanding of what has been said. This helps babies to know that they are listened to and develops their understanding of being valued.
- Staff foster children's love of books across the nursery. They sit with babies as they talk about the different pictures on the pages of books. Children confidently take books to staff, knowing that they will be read. This helps to support

children's emotional well-being and raise their self-esteem.

- Children have many opportunities to develop their physical skills. For example, staff encourage the development of children's finger muscles as babies learn to make marks using chalks. Babies show they are competent movers as they crawl around the environment, negotiating around the people and objects in their way.
- Staff encourage very young children to build relationships. For example, during sand play, staff talk to babies about what other babies are doing. This encourages babies to notice other children in their surroundings.
- The nursery owner provides staff with an excellent level of support. She works alongside them and encourages staff to become involved in all levels of decision-making. The nursery owner values staff's ideas and plans for their future development. Staff have regular supervision meetings and know they can speak to her at any time.
- Staff use settling-in visits and discussions with parents to gather a wealth of information about what children already know and can do. This helps staff to get to know children very well and support children's learning from the very moment they begin in the setting. However, at times, staff do not ensure that activities hold appropriate challenge to fully extend all children's learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extremist views. The manager and staff ensure that the premises are secure at all times and any potential hazards to children's safety are identified and minimised. Staff use secure policies and regular training to strengthen all aspects of safeguarding practice.

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

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

- ensure that all activities hold appropriate challenge to fully extend all children's learning.

## Setting details

<b>Unique reference number</b>	400224
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10229444
<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>	1 to 1
<b>Total number of places</b>	24
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	Jackson, Julie
<b>Registered person unique reference number</b>	RP512795
<b>Telephone number</b>	01977 689 239
<b>Date of previous inspection</b>	21 February 2017

## Information about this early years setting

Time Out registered in 2000 and is located in Leeds. The nursery employs three members of childcare staff. Of these, one holds an appropriate qualification at level 6 and two are qualified at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm.

## Information about this inspection

### Inspector

Denise Charge

## 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 staff and has taken that into account in their evaluation of the nursery.
- The nursery owner and inspector carried out a learning walk. This helped the inspector to understand how they organise the early years provision and the curriculum.
- The inspector observed the quality of education indoors and outdoors and assessed the impact of this on children's learning.
- A joint observation was carried out with the nursery owner.
- The inspector spoke with children, parents and staff during the inspection. She also took into account written feedback from parents.
- The inspector looked at various documents, including those related to the suitability and qualifications of staff and records of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023