

Inspection of Teacher Time

Wrensfield Road, Stockton On Tees TS19 0AY

Inspection date: 11 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The leadership team has worked hard to bring about significant improvements for staff and children. Since the last inspection, leaders have developed a new, exciting curriculum to help children build secure foundations for their learning. Staff enthusiastically share their new ethos and teach children through their play. Children explore the nursery with interest and show confidence as they choose to learn outdoors, taking resources with them. Staff use their knowledge of individual children to focus their teaching. For example, they model clear words to children who speak English as an additional language and provide focused time to develop their communication skills.

Children show they feel happy, safe and secure in the nursery. They have strong relationships with all staff and develop good social skills. Staff are aware of how to prepare children for the next stages in their learning, such as school. For example, they encourage children to develop good self-care skills and model good hygiene practices. Children benefit from a wide range of activities, which broaden their experiences. They thoroughly enjoy trips out of the nursery and develop an understanding of their own community and the wider world. Parents and carers are keen to share positive feedback about the nursery. They say staff are caring and friendly towards their whole family and they are happy with their children's progress, particularly their good manners and social development.

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

- Children are enthusiastic to explore the exciting indoor and outdoor environments. The curriculum is focused on children learning through play, and staff follow children's interests. For example, children independently access the large touchscreen and practise early writing skills. They smell the scented dough as they make 'birthday cakes' in the role-play area. Staff extend children's learning and encourage them to use mathematical language during their play.
- Staff know how to support children with special educational needs and/or disabilities (SEND). For instance, they make timely referrals to help children access support from other professionals, such as speech therapists. They provide one-to-one support for children to ensure their needs are met effectively. Staff have high expectations for all children and are thrilled with the progress they make.
- Children thoroughly enjoy a trip to the local care home and make a difference in their local area. They learn about road safety and demonstrate exceptionally positive behaviour during the walk to the care home. Staff encourage children to sing traditional nursery rhymes with the residents. This helps to develop children's confidence in social situations and has a positive impact on the resident's well-being.

- Staff establish and maintain good partnerships with children and families. They know children well and meet their care needs effectively. This has a positive impact on children's emotional well-being. However, due to recent changes, staff have not informed all parents of who their child's key person is. This means some parents are not fully included in their children's ongoing learning.
- Children extend their own learning outdoors. They benefit from free-flow access to the garden and create challenging obstacle courses with tyres and large reels. Children develop good physical skills and enjoy the fresh air. They have access to drinking water, and staff encourage them to make healthy choices. For example, they teach children about healthy food in their lunch box and encourage them to brush their teeth.
- Children are well-prepared for starting school. Staff invite teachers into the setting to meet children and provide lots of information to help them make a smooth transition. Staff encourage children to develop a love of stories from an early age. Children take books home from the lending library. They begin to recognise their name in print and self-register as they come into the nursery.
- The leadership team is strong and passionate about providing high standards of care and learning for children and families. Leaders provide staff with regular opportunities to access professional development. This has inspired staff to implement changes and develop confidence in their new approach. However, some leaders are less familiar with child-led learning and this hinders their feedback during observations of staff practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a robust understanding of the procedures to follow if they have concerns about children or their families. They confidently identify potential signs of abuse, such as those of possible neglect, county lines and domestic violence. The designated safeguarding officer in the nursery ensures staff maintain their knowledge of child protection. He regularly updates policies and understands what to do if an allegation is made against a member of staff. Children learn how to keep themselves safe. Staff teach them about road safety during trips out and regularly explain risks in the environment, for instance safety around sockets.

What does the setting need to do to improve?

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

- implement ways to ensure parents know who their child's key person is and they can be fully involved in their child's learning
- enhance feedback given to staff in peer observations, particularly during child-led experiences, to help them further develop their skills and evaluate their practice.

Setting details

Unique reference number	EY487261
Local authority	Stockton-on-Tees
Inspection number	10245134
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	60
Number of children on roll	23
Name of registered person	Teacher Time Limited
Registered person unique reference number	RP903129
Telephone number	07730570806
Date of previous inspection	17 May 2022

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 seven members of childcare staff. Of these, one manager has early years teacher status and the other holds a relevant early years degree. The remaining staff hold appropriate qualifications 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. Children with SEND attend.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed by the director and the inspector, outdoors during unplanned activities.
- The inspector held a discussion with the directors in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children. She discussed children's learning and development with the staff team and the nursery manager.
- The inspector spoke to parents and obtained feedback for the inspection.

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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