

Inspection of Teatimers

Marlow C of E Infant School, Teatimes Nursery, Sandygate Road, MARLOW,
Buckinghamshire SL7 3AZ

Inspection date: 5 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Staff form loving, nurturing and respectful relationships with children in their care. They are compassionate and responsive to children's care needs. Children readily approach staff when they need help or reassurance. Staff successfully promote children's emotional well-being and independence. Children show impressive skills when they put on their coats and outdoor shoes. Staff role model and talk through each stage of trickier tasks, such as doing up coat zips. Older children try hard to follow these instructions and smile proudly when they succeed. Staff are fair and consistent in their high expectations of children's behaviour. Children respond with clear understanding of the rules and well-established routines of the day. This helps to create a calm and productive atmosphere.

Leaders and staff create a vibrant and inviting learning environment for children. They provide a rich and varied curriculum, inside and outside, based on children's interests and ideas. Staff arrange resources for children to access independently. Children cleverly remember and apply their previous knowledge to build on new learning experiences. For example, in their imaginative play, they work collaboratively with their friends to make an erupting volcano with sand. Children demonstrate good knowledge of facts when they describe the lava as very hot and dangerous. They decide to overcome this challenge and talk about special lava boots to ensure safety. This illustrates the good progress children make.

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

- The senior managers are intently focused on providing a pre-school that is at the heart of the community. As dedicated leaders, they actively involve staff, parents, and children in their ongoing reflection for continual improvements. They work well with staff, observing them as they interact with children and then provide constructive feedback on individual staff's practice. They regularly meet with staff to discuss their roles and mutually agree on their professional development needs. Staff say they feel valued and well-supported. This helps to maintain a strong and cohesive team.
- Senior leaders and staff offer a language-rich environment. They consistently model new words to help extend children's vocabulary. In addition, staff are quick to identify specific children who display speech delay. A dedicated member of the staff team successfully supports these children through targeted interventions on a one-to-one basis. Children with English as an additional language also show good progress in their language acquisition with similar strategies. All children become confident communicators.
- Staff effectively develop children's love for books. For instance, they use props associated with the story to help bring them to life. Children eagerly shout out familiar repeat phrases from the story as staff read to them. This is evident

when younger children listen to the story of 'Dear Zoo', and call out, 'they sent him back' at the end of each page of the book.

- Staff develop children's physical skills in a range of ways. For instance, when outdoors, children balance on ramps they make with planks of wood and manoeuvre with great control on scooters. This helps to strengthen their large-muscle skills. Staff provide other activities, such as tongs for children to pick up smaller objects, and pipettes for children to collect and transport water. In this way, children develop their small-muscle skills, which can help them hold writing equipment correctly to make more precise marks.
- Overall, staff interact well with children. They observe children as they play with their friends or independently. Most staff then carefully consider when to intervene to extend children's learning further. For example, in the outdoor kitchen role play area, children use real items to make 'flower soup'. Staff encourage them to think logically about the sequence of events to make the soup. However, on occasions, some staff frequently interrupt children's play and ask too many questions in quick succession. At these times, children lose focus and become disengaged.
- Staff support children to learn about different cultural festivals, such as Chinese New Year. However, they are not always proactive in promoting the different cultural traditions and home languages of children who attend the pre-school. This means children do not fully benefit from opportunities to explore similarities and differences between their own ways of life and those of others.
- Parents are highly complimentary about the kind and caring staff at the pre-school. Staff work in partnership with parents to support children's learning at home. For example, they share home-learning ideas with parents through daily feedback and regular progress meetings. This helps to support continuity in children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support all staff to recognise when to allow children to continue with their play without interruption, and when to intervene with more purpose
- provide further opportunities to celebrate children's backgrounds, cultures and languages to help them make comparisons between their own way of life and those of others.

Setting details

Unique reference number	EY500577
Local authority	Buckinghamshire
Inspection number	10312407
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	2 to 4
Total number of places	32
Number of children on roll	47
Name of registered person	Teatimers Childcare Limited
Registered person unique reference number	RP901182
Telephone number	01628 473566
Date of previous inspection	30 April 2018

Information about this early years setting

Teatimers registered in June 2016. It is located in the grounds of Marlow Church of England Infant School in Buckinghamshire. The pre-school opens Monday to Friday and sessions run from 9am to 3pm. The breakfast club opens from 7.45am to 8.45pm and the after-school club from 3.15pm to 6pm. There is a holiday club that opens from 7.45am to 6pm for two days each week. The pre-school employs nine members of staff. Of these, seven staff hold appropriate early years qualifications, from level 5 to level 3. It is in receipt of funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the senior leaders and has taken that into account in their evaluation of the pre-school.
- The pre-school manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum they provide.
- Children, staff and parents spoke to the inspector during the inspection.
- The pre-school manager and the inspector carried out a joint observation of a group activity.
- The director showed the inspector documentation to demonstrate the suitability of staff.

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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