

Inspection of TimTin Playgroup and Kids Club

Linwood Road, Martin, LINCOLN LN4 3RA

Inspection date: 13 March 2024

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

As children arrive, they are greeted by warm and enthusiastic staff. This welcome helps children separate from their carers and feel secure in this calm and nurturing nursery. Children develop their independence skills as they confidently hang up their coats and put their lunch boxes away. This shows their understanding of staff's expectations of the daily routine. Children's emotional well-being is supported well. Babies form close relationships with staff, snuggling into them for cuddles and comfort, showing they feel safe in the staff's care.

Children receive praise from staff as they follow their expectations for their behaviour. For example, children work together to tidy away toys. They keenly take part in activities with their friends and learn to work together. Staff teach children good manners and kindness. For instance, when children climb onto crates, they invite their friends to join them. Children happily make space and move over to allow their friends to climb up.

Children are supported by staff to develop good physical skills. For instance, babies are provided activities that strengthen their legs and core muscles in preparation for their first steps. Staff provide children daily opportunities to explore the outdoors, regardless of the weather. Children chase each other as they safely run in the open field. Staff help them to understand the benefits that exercise has on their bodies.

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

- The manager and staff understand what they want children to learn. They gather information from parents about what children know and can do. Staff use this information to plan activities to support children's development, such as supporting their mathematical skills. For example, staff role models counting the dinosaurs and encourage children to join in.
- Overall, staff provide a range of activities that capture children's interests. They support children to learn about nature and develop their understanding of the world. For example, older children sit alongside their friends as they search for 'wiggly worms' in the soil. However, staff do not always plan activities specifically suitable for younger children. As a result, some younger children struggle to engage and are not always motivated to join in.
- Staff support children's communication and language skills well. They introduce new vocabulary to children, such as 'tunnel' and 'blowing'. Children practise these new words as they gather dry leaves, throw them in the air and watch in awe as they blow away.
- Staff provide children with gentle reminders about how to respect one another and share. For example, children are encouraged to take turns when using tools

as they play in the sand tray. Staff remind children, saying, 'Your turn next' as children practice sharing the resources. However, during daily routines, staff do not consistently encourage children to follow instructions. For example, when children are asked to take part in a group physical activity on the carpet, staff do not support all children to take part.

- Staff promote children's independence. Children learn the sequence of handwashing routines and how to wiping their noses. They confidently follow the routine of going to play outside, this includes collecting their wellington boot boxes and showing perseverance when putting them on.
- The manager supports the staff team well. Staff attend regular team meetings and have one-to-one meetings to discuss their practice and areas to develop. Staff have the opportunity to attend regular training to further develop their skills. For instance, staff who work with babies have attended training that helps them to promote children's safety when sleeping.
- Staff help children to learn about healthy and unhealthy foods. Children share their knowledge and talk about how milk and cheese help keep their body strong and healthy. Furthermore, staff encourage children to try new foods, for example, spring onions and celery.
- Parents speak fondly of the playgroup. They comment that their children enjoy attending and love the time they spend outdoors. Parents share they are 'very happy' with the communication they receive and are kept informed of the progress their children are making.

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:

- strengthen staff skills in encouraging children to follow instructions, engage in activities and maintain attention during group activities
- develop the planning and provision of activities for younger children to help them build on their learning.

Setting details

Unique reference number	EY369612
Local authority	Lincolnshire
Inspection number	10307877
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 11
Total number of places	24
Number of children on roll	56
Name of registered person	Timtin Playgroup and Kids Club Committee
Registered person unique reference number	RP527828
Telephone number	01526378627
Date of previous inspection	28 March 2018

Information about this early years setting

TimTin Playgroup and Kids Club registered in 2008 and is located in Martin, Lincoln. The playgroup employs six members of childcare staff, all of whom hold appropriate early years qualifications. The playgroup opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. An out-of-school club operates from 8am until 9am, and from 3.30pm until 6pm, Monday to Friday, during term time, and from 8am until 6pm, during school holidays. The playgroup provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Curry

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed and spoke to children of all ages during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents was reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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