

Inspection of Time Out Childcare Cornerstones

Bluebell Way, Whiteley, Hants PO15 7QE

Inspection date:

24 April 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are enthusiastic as they arrive in the setting from school. They are welcomed by the friendly and caring staff, who listen with delight as the children talk about their school day. Children show that they are confident, settled and independent. For example, they independently move between the two classrooms and the outdoor space, choosing where they want to play.

Staff remind the children regularly of the safety procedures. For instance, they talk through fire safety during registration and children know to tell staff when they are going outside. This supports children to learn how to keep themselves safe.

Staff support the children to live a healthy lifestyle. The food on offer is healthy and nutritious and children have lots of opportunities to be physically active. For example, children enjoy climbing on the outside apparatus and playing football. This supports their health and well-being.

Children have good manners and follow the setting's rules. For instance, they wait their turn and understand that it is only one child at a time on certain pieces of equipment. Children encourage and support their friends, showing a strong sense of teamwork as they play together. For example, older children help the younger children when playing games. Their behaviour towards each other is admirable.

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

- Leaders are passionate about their role in supporting children and families. They collect information about children before they start. This enables staff to effectively support new children to become familiar with the setting, which allows them to settle quickly. Young children have a designated key person, who knows them well. Staff are fully aware of children's individual needs and provide them with reassurance and comfort when needed. This supports children's social and emotional development.
- The manager and staff team work well together to ensure that they provide good-quality experiences for the children who attend. They listen to the children's views. For instance, they ask the children what they would like to play with and enhance the resources to support their interests. This has a positive impact on the care and learning that children receive and gives them a sense of belonging.
- Staff feel valued and well supported by the leadership team. Leaders provide staff with supervisions and training to support their ongoing development. The team has effective communication, which includes regular team meetings where staff reflect and evaluate the setting. This enables them to identify areas to

develop to continually meet the needs and interests of the children.

- The manager deploys staff effectively to make sure that all children receive the support they need. For example, the staff use walkie-talkies to communicate with colleagues interacting with children in different areas of the setting. Staff are vigilant and focus on maintaining children's safety and well-being.
- The staff make sure that the children can choose from a range of creative activities and games. For instance, children have fun creating characters on wooden sticks. They use these to act out as the characters and invite the staff to join in. The skilled staff know the importance of allowing children's curiosity and imagination to lead their play.
- Staff have clear expectations of children's behaviour. They discuss the setting's values and rules, which have been put in place with the children. For example, they know to walk rather than run, when indoors and use quiet voices. Children have good manners and say please and thank you without staff needing to remind them. This supports children to learn how to behave well.
- Staff have successfully created an environment where children are confident to express their views and opinions. Children say they 'love' the setting. They talk confidently about what they like to do, such as drawing, playing outside and being creative. Children said they have fun, and they really enjoy playing with their friends.
- The manager and staff have established positive relationships with parents. Parents speak highly of the staff and their excellent communication. They feel that their children enjoy their time at the setting. The manager and staff have formed very strong links with the headteacher and school staff. For instance, staff communicate regularly with teachers and pass on any information shared from them with parents. This helps to ensure children receive a continuity of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2665840
Local authority	Hampshire
Inspection number	10333017
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	80
Number of children on roll	75
Name of registered person	Time Out Childcare Group Limited
Registered person unique reference number	RP911001
Telephone number	07715118752
Date of previous inspection	Not applicable

Information about this early years setting

Time Out Childcare Cornerstones registered in 2021. It is one of several settings run by the same provider. It operates from Cornerstone Primary School, Whitely, Hampshire. The setting runs a breakfast club from 7.30am to 8.45am and an after-school club from 3.15pm to 6pm Monday to Friday. They operate term time only. There are five staff, two of whom hold suitable level 3 qualifications.

Information about this inspection

Inspector

Nicole Atkinson

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual, the registered individual and the manager about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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