

# Time for Nursery

458 Heysham Road, Heysham, Morecambe, Lancashire, LA3 2BN



<b>Inspection date</b>	20 December 2017
Previous inspection date	11 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The outdoor play area is a particular strength at this well-established and well-organised day nursery. Children have access to a superb safe and secure facility where staff plan a wealth of stimulating and interesting activities that supports all areas of learning.
- Children form strong bonds and close relationships with the staff who care for them. Key persons are close at hand to offer continued comfort and reassurance to help children feel happy and settled.
- The management team and staff observe, assess and track children's progress effectively. They use this information to identify any gaps in children's development and their next steps in their learning. Staff implement plans using children's interest to support their good progress.
- Staff provide a warm and welcoming environment. Staff interact effectively with children who develop high levels of confidence and self-esteem. Children are happy and embrace the amount of praise they receive from well-qualified staff.

### It is not yet outstanding because:

- Staff do not always make the best use of routines in the pre-school room to further support children's learning and this sometimes leaves them waiting too long and becoming restless.
- The ways in which staff gather information from all parents about children's learning in the home is not promoted with maximum effect.

## What the setting needs to do to improve further

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

- review changes in the routine to make the most of opportunities to support the pre-school children's learning so they remain interested and engaged
- extend ways to gather ongoing information from parents about children's learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and joint owners of the setting. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with a number of parents during the inspection and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management and staff team have a good understanding of their responsibilities for protecting children. They conscientiously follow up any concerns raised with them and competently carry out safeguarding procedures accurately and in a timely manner. Staff deploy themselves well and supervise children effectively, indoors and outdoors. The management and staff team works well together and show a commitment to continuous improvement. Peer observations and supervision help staff to share good practice and the management support staffs ongoing professional development and training. Parents especially value the service they receive and their children, and speak very highly of the staff and management team.

### Quality of teaching, learning and assessment is good

Staff regularly observe children and use their interests well to provide a good range of experiences to help them learn. They use children's first-hand experiences to motivate them. For example, vehicles in the small-world section in the toddler room include reference to people who help us. Staff use the role-play areas as a secure base to help children learn. For example, staff have created a Christmas dinner table complete with comical glasses for children to wear. Staff place a good emphasis on mathematical learning and promoting children's literacy skills. Staff work closely with other professionals to support children who have special educational needs (SEN) and/or disabilities and they are fully included in activities. All children make good progress in their learning.

### Personal development, behaviour and welfare are good

Babies are confident to explore their surroundings. They seek out staff and their key person to share their experiences. Staff are aware of children's individual care routines and promote this throughout the nursery. Children know the routine of the day and line up to be counted before going outdoors. Staff encourage children to be independent in self-care, for example, children put on their own coats and do them up ready for outdoor play. Toddlers and pre-school children learn to use a metal knife and fork to eat their lunch and help to put their plates and cups away when they have finished. Staff help children to develop an awareness of themselves and the world around them. For example, the pre-school children discuss various emotions while using translucent faces on the light board and go on outings in to the community.

### Outcomes for children are good

All children make good progress in their learning from their initial starting points. They are well prepared for their future move on to school. Children thoroughly enjoy exploring the textures of different materials, such as soapy water and then foam, while using their hands. Babies use toys and equipment to pull themselves up to standing, developing their physical skills. Children are keen and enthusiastic learners who overall, demonstrate positive behaviour and learn social skills and manners.

## Setting details

<b>Unique reference number</b>	502186
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1103824
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Mrs Sarah Louise Rodriguez and Mrs Laura Jane Morgans Partnership
<b>Registered person unique reference number</b>	RP905788
<b>Date of previous inspection</b>	11 August 2014
<b>Telephone number</b>	01524 851288

Time for Nursery registered in 2001 and is privately owned. It is situated in Heysham, near Morecambe. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level three and one at level two. The manager holds an early years qualification at level five and one staff member holds a BA Hons Degree in Children's Services and Families. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have SEN and/or disabilities.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

