

Inspection of Time 4 Nursery

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

Inspection date: 6 July 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 Good

What is it like to attend this early years setting?

The provision is good

Staff create a friendly and warm atmosphere. They greet children with an enthusiastic welcome each morning. Staff build positive relationships with the children that help them feel safe and secure. For example, babies smile and approach visitors when they come into the room, knowing that staff are nearby. Consequently, children settle quickly and are soon engaged in their play.

Staff act as good role models for children and have clear expectations for children's behaviour. They skilfully manage challenging behaviour and are calm and kind in their demeanour. Children receive lots of praise for their efforts and achievements. They benefit from this consistent approach and behave well. The children's voice is apparent throughout the setting. There is a mutual respect between staff and children. For example, in the baby room, staff seek permission before carrying out personal care. Babies smile and hold out their arms in agreement. Children build good levels of self-esteem.

A well-sequenced and ambitious curriculum is in place. Staff know what children can do, and what they need to do to support children in their future learning. They have a good understanding of children's progress. Staff use what they know about children to ensure that they have the skills needed in readiness for transitions, such as moving into the next room in the nursery and in preparation for starting school. Children are making good progress.

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

- All children, including the babies, demonstrate a love for reading and early literacy. For example, babies sit quietly, cuddled up to staff, and explore the pictures in books. Moreover, pre-school children enjoy getting involved in stories. Staff skilfully pause at certain times and encourage children to add the missing words. Consequently, children are developing an awareness of reading for pleasure and are able to recall and build on prior learning.
- The manager and staff have a good overview of the curriculum. There are effective systems for monitoring children's progress. Any gaps in children's learning are identified early. There is good, individualised support in place for children with special educational needs and/or disabilities (SEND). Staff work in partnership with other providers and professionals to share information about children's development. As a result, children with SEND make good progress.
- Children are learning important life skills, such as sharing and taking turns. They sit nicely at the play dough table and respectfully share their cutting tools. They listen intently to their friends, talk about their creations and patiently wait for their turn. Therefore, children demonstrate a mutual respect for each other.
- Children enjoy physical exercise, such as using hula hoops, climbing and using

the balance beam in the outdoor area. Older children confidently show visitors the correct way to wash their hands before eating. These experiences contribute to children developing an awareness of healthy lifestyle habits.

- Leaders and staff have a strong focus on the development of children's communication and language skills. Staff have a good understanding of how children learn. However, on occasion, some staff do not use the correct vocabulary. For example, staff say 'bot bot' instead of bottle. Furthermore, although there is constant conversation between staff and children indoors, this is not as consistent when staff interact with children outdoors. Therefore, opportunities to further develop children's language skills are not consistently embedded.
- Partnership with parents is good. Parents speak about the 'excellent support' provided and say that their children are 'happy, settled and are making good progress'. The online parent portal works well. Staff regularly upload key information about each child's day. Consequently, parents feel well informed about their children's learning and development.
- Staff say that they feel well supported, in both their professional and personal life, resulting in a happy and highly motivated staff team. Staff have access to an online training portal to complete courses. However, leaders do not always provide incisive feedback and set clear targets to help staff embed this learning and raise the quality of their teaching to the highest levels.
- Staff promote children's early mathematics skills effectively. For example, they teach children mathematical language such as 'big' and 'small'. Additionally, older children enjoy measuring water using jugs and pipettes. Consequently, children are gaining a positive attitude towards and interest in early mathematics.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are fully aware of their roles and responsibilities to protect children from harm. They have a secure knowledge of the potential signs and symptoms of abuse. They know when and where to refer any concerns they may have about a child's welfare. Leaders have robust procedures in place to ensure that staff are suitable to work with children. The premises are safe and secure. Staff carry out daily checks of resources and the premises to identify and remove any hazards in the environment.

What does the setting need to do to improve?

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

- develop further the curriculum for communication and language to ensure that children receive the best opportunities to extend and enhance their language

and speaking skills

- strengthen current systems for staff supervision and coaching to help all staff raise the quality of their educational practice to the highest levels across the team.

Setting details

Unique reference number	502186
Local authority	Lancashire
Inspection number	10295221
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	0 to 4
Total number of places	42
Number of children on roll	126
Name of registered person	Mrs Sarah Louise Rodriguez and Mrs Laura Jane Morgans Partnership
Registered person unique reference number	RP905788
Telephone number	01524 851288
Date of previous inspection	20 December 2017

Information about this early years setting

Time 4 Nursery registered in 2001 and is privately owned. It is situated in Heysham, near Morecambe, Lancashire. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or above. 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 with SEND.

Information about this inspection

Inspector
Kelly Little

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The inspector carried out the learning walk with the nursery manager and deputy manager and talked about the curriculum and what they want children to learn.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to parents at appropriate times during the inspection and took into account their views.
- The inspector spoke to older children at appropriate times during the inspection about their nursery day.
- The inspector spoke to staff at appropriate times during the inspection and took into account their views.
- The inspector viewed a sample of documentation, including first-aid certificates, staff files and progress checks at two-years-old.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.

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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