

Inspection of Nature Time Childcare

Nature Time, Wrensfield House, Wrensfield Road, Stockton-on-tees TS19 0AT

Inspection date:

4 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Staff forge strong relationships with children and their families. They have in-depth knowledge and understanding of children's interests and specific needs, which they use to shape learning. Staff focus on children having self-belief in themselves in preparation for starting school. They focus on children taking safe risks during their play and for children to be able to assess whether they are safe and to build on their confidence and resilience. For example, children enjoy going up the stairs to come down a slide in the playroom. Children become deeply engaged in their play as they take part in rich experiences. For example, staff maximise spontaneous learning opportunities when they bring in melting snow from the garden. Children explore what it feels like. They show great curiosity as they scoop up the snow and ice.

Staff use effective questioning techniques that support children in problem-solving. For instance, children are fascinated by toy cars rolling down a ramp. Staff encourage them to work out how they can extend the ramp, so the cars run further. Children form secure attachments with staff. They seek them out for comfort when they are unsure. This supports their well-being. Staff help children to understand why behaviour rules are in place. They talk to children about what they are doing. They guide them so that they realise the impact their actions will have on others.

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

- The provider, manager and the staff are passionate about the service that they offer. They have worked exceptionally hard to implement an ambitious and well-sequenced curriculum. Learning is coherently sequenced through the child-led curriculum. Staff know what to teach children. They skilfully scaffold learning through play and daily routines.
- Children with special educational needs and/or disabilities (SEND) achieve the best possible outcomes. The special education needs coordinator for the company is passionate about her role and how she supports children and families. She works closely with parents and other professionals to develop individual intervention and support plans. These enhance children's learning and development. She helps staff to understand the curriculum focus and what children need to learn. They implement this extremely well. All children make excellent progress from their starting points.
- Staff encourage children constantly, and their enthusiasm is infectious. They continually use their excellent interaction skills with children. They use books and songs to develop children's language and communication. They take every possible opportunity to introduce and reinforce new vocabulary. For example, while children play with dough, staff introduce words such as 'squish' and

'backwards and forwards' when describing rolling, and 'flat'.

- Partnerships with parents are exceptional. Staff strongly believe that families come first and strive to support them with their children. They have introduced a coat-swap system where parents can swap a coat for one that fits their child. They stock a food bank that parents can help themselves to when needed. The nursery has a lending library so that parents can borrow a book to take home and read to their child before bedtime. Children are seen in the nursery to frequently handle books themselves and turn the pages.
- Children play together extremely well. For instance, a group of children worked as a team to build a tall tower with large building blocks. The staff support play by using mathematical language, such as 'big' and 'small'. They count the blocks as they are added. There is great excitement when children see whether they can make it taller than the member of staff. They assess whether it is too big and what will happen if they let go.
- The experienced and hardworking management team is extremely effective at reflecting on its practice. The team supports its dedicated members through a consistent and embedded vision. They constantly self-evaluate what works well and what could be improved on. For example, they have observed how the home corner is used by children. They plan to move it to a bigger area to accommodate the number of children who want to use it.
- The management team is highly proactive in monitoring staff practice. They work alongside staff and role model how to interact with children. Management meets with staff to discuss their well-being and the progress that individual children are making. This all helps to raise the quality of care and learning to exceptional levels.

Safeguarding

The arrangements for safeguarding are effective.

The well-trained staff have a good knowledge of the possible indicators that a child may be at risk of harm. There are effective reporting systems in place. Staff know the procedure to follow should there be a concern about a staff member. Management tests their knowledge and understanding with the use of daily spot questions. The setting is safe and secure for staff and children. Guidance is given to help parents understand how to keep their children safe when using the internet. The provider completes robust recruitment and induction arrangements to ensure staff are, and remain, suitable for their role.

Setting details

Unique reference number	2737019
Local authority	Stockton-on-Tees
Inspection number	10319887
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	30
Number of children on roll	34
Name of registered person	Nature Time Childcare Limited
Registered person unique reference number	2737015
Telephone number	07730570806
Date of previous inspection	Not applicable

Information about this early years setting

Nature Time Childcare Limited registered in 2023. The setting employs nine members of childcare staff. Of these, eight staff hold appropriate early years qualifications at level 3 or above, including two staff with early years professional status and qualified teacher status and two staff with early years professional status. The setting is open from Monday to Friday, 7.30am to 6pm, all year round, except for one week at Christmas. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynne Pope

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the registered individuals about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.

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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