

# Tik-Tok Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY280730
<b>Inspection date</b>	24 May 2007
<b>Inspector</b>	Jacqueline West / Cathryn Parry
<b>Setting Address</b>	The Boulevard, Holmes Drive, Gateshead, Tyne and Wear, NE10 0DJ
<b>Telephone number</b>	0191 4786684
<b>E-mail</b>	BevereyCook@tik-tok.co.uk
<b>Registered person</b>	Hawks Road Community Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Tik Tok Nursery is a privately owned, registered charity run by a board of directors. It opened in 2004 and provides flexible care and education for pre-school children of parents in the local and wider community of Felling, Gateshead. It operates from seven playrooms with adjoining outdoor play areas, sleep room, dining room and holiday club room, in purpose-built premises within an established, residential and commercial area.

The nursery operates for 51 weeks of the year, Monday to Friday. Sessions are from 07.30 until 18.00. A maximum of 130 children under eight years of age may attend at any one time. The holiday club offers care to children over eight years. There are currently 132 children on roll, including 37 children who receive nursery education funding. The nursery currently supports two children with learning difficulties.

The nursery employs 37 staff, of whom 29 work directly with the children, including the nursery manager, nursery assistant, nursery officer and team leader positions. The manager, administration and training co-ordinator, cook and cook's assistant are also on the premises.

There are 28 staff who are appropriately qualified and two staff who are currently working towards a Level 3 qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children enjoy regular opportunities for physical play. This includes using sit and ride toys, playing with a large parachute and climbing on the soft play equipment. They explore and test their coordination as they use stilts and kick footballs. Babies and toddlers are developing their locomotion and balance skills through accessing a selection of push-and-pull toys. Children are active or restful through choice and babies sleep in line with their specific needs and parents' wishes. Individual bedding and flannels reduce the risk of cross infection. Children are suitably nourished as staff provide healthy and nutritional meals and snacks. These include pasta, fresh vegetables and brown bread. Parents are encouraged to provide fruit for snack time, which encourages good lifestyle habits. This is complemented with planned activities, such as tasting exotic fruits. Children have free access to drinking water throughout the day. This enables them to quench their thirst, whilst promoting their overall well-being. Children attending the holiday playscheme bring packed lunches, which are appropriately stored. This ensures food remains fresh. Children are becoming increasingly independent in their personal care, for instance, some help to prepare their own sandwiches and pour drinks.

Children are learning appropriate personal hygiene through consistent routines and positive role modelling. Brushing teeth after lunch and hand washing forms an integral part of their routine. Staff wear aprons and gloves when changing nappies, which reduces the risk of spreading germs. Appropriate discussions with children promote their understanding of why routines are carried out. An example of this is where a child explains that he cannot use his knife when he has dropped it on the floor as it will have germs on it. Children are assured of receiving appropriate care and treatment if they have an accident, as the majority of staff are qualified in first aid. All relevant documentation with regard to health, including specific dietary needs and consent forms, are in place and up to date. These positively safeguard children's well-being.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are safeguarded well as the nursery is secure at all times. An intercom system with a camera on the front door ensures staff are fully aware of who they are allowing to enter the building. This is supplemented with effective procedures for adults collecting children, including the use of passwords. Large glass doors in each of the play rooms enable children to benefit from natural light and fresh air whilst playing indoors. There are sufficient, adequately maintained toys for children to explore safely. These are bought from reputable suppliers and are suitable for the ages and stages of development of the children attending. Children's knowledge about personal safety is encouraged by gentle reminders from practitioners to pick up toys so they do not trip, road safety activities and regular fire drill practices. Staff use simple explanations and encouragement with regard to staying safe. An example of this is where a child was requested not to put the knife in his mouth in case it cut his tongue. This positively contributes to children developing a sense of danger and how to keep themselves safe.

All safety equipment is in place reducing the risk of accidents. This includes smoke detectors, electrical socket covers and door hinge protectors. Risk assessments take place both inside and out to minimise the possibility of accidental injury. However, these are not always implemented effectively. An example of this is where the outdoor play area used by children aged under one year has thistles, which have not been identified as a hazard or removed. This has a negative impact on protecting children from harm. The manager has recognised some risks and successfully addressed them. An example of this is where the decking in the pre-school play area was replaced with hard wood to prevent children getting splinters in their skin. Those who go on outings are kept safe as staff carry out risk assessments, are vigilant and use appropriate restraints when using a vehicle. Children are protected well as all staff have attended child protection training and demonstrate a sound understanding of related issues.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy their time at the nursery and are happy to participate in the activities provided. Staff plan flexibly, in line with the 'Birth to three matters' framework, which includes following children's interests. An example of this is where a child brought some blossom into the nursery and staff provided materials for children to make related pictures. These were then displayed. Each child has an individual developmental file. However, these are not up to date. Consequently, they do not show a true reflection of children's progress. Children's self-esteem and a sense of belonging are encouraged as their paintings are displayed on the nursery walls. Children move freely and confidently around the setting and show good spatial awareness as they safely manoeuvre wheeled toys. Use is made of the local area to broaden children's experiences, including trips to the library and park. They enjoy using their imagination as they dress up as pirates and use finger puppets. A variety of creative activities, including body painting, and cutting and sticking, promote children's self-expression and coordination. Babies' interest is encouraged through a variety of man-made and natural resources. They develop a sense of self as they see their mirror image and enjoy sensory experiences as they play with a variety of textures. These include exploring cold mashed potato, baked beans and pasta. Children are able to make their own choices, select their own materials and activities, which motivate them to learn and sustain their interest.

### **Nursery Education.**

The quality of the teaching and learning is satisfactory. Staff working with the pre-school children show a satisfactory understanding of the 'Curriculum guidance for the foundation stage'. The plans cover the six areas of learning. However, they do not effectively aid staff when planning for children of different ages and abilities. Consequently, not all children are appropriately challenged throughout the session. Staff observe and monitor children's learning, which is recorded in each child's development record. However, they are not all up to date and do not show a true reflection of individual progress or next steps for children's learning and achievements. Staff are interested in the children and enjoy their company. They listen and assist them well at play. Staff are good role models and encourage the children's personal skills. For example, they encourage the children to be polite and courteous to their peers and begin to understand the feelings of others. The pre-school rooms are set out into areas which are appropriately resourced. Each area provides children with some opportunity to self-select, developing their independence. Children have free access to an adjoining outdoor area for the majority of the session. Staff also plan for the outdoors on a daily basis, which has a positive impact on children's participation in this area. The organisation and presentation of the resources both indoors and out does not fully inspire the children to experience a challenging and

stimulating environment. Some activities are not well organised, resulting in missed opportunities for children's learning. For example, staff do not consistently ensure that the resources needed to carry out the sessions activities are readily available.

Children are confident and are developing their personal, social and emotional skills, for example, children independently access the bathroom with minimum supervision. The children enjoy the company of their peers and negotiate well in play. They are polite, courteous and are beginning to understand the need to share and take turns. Children freely choose activities both indoors and out, which promotes their independence. This skill is further encouraged at mealtimes, for example, children access the dining area and collect their own cutlery and when seated serve themselves. Children are confident communicators. They communicate their needs to both staff and peers with more able children confidently forming complex sentences. An example of this is where a child said 'If I stand on the tyre outside I might fall and bump my bottom'. Children enjoy matching colours with some being able to name them and identify shapes. More able children are using mathematical language in play, for example, 'I am bigger than this computer but smaller than that one'. Children enjoy making marks and they are giving meaning to them, such as 'I am drawing my mammy'. The outdoor area enables the children to display increasing confidence when riding bicycles, scooters and balancing on beams. The children show an interest in the world around them by caring for living things and discussing the wider environment and the weather.

### **Helping children make a positive contribution**

The provision is satisfactory.

A short induction period, including visits with parents and carers, enables children to settle into the new environment. Sufficient support is given, which nurtures children's independence. This includes encouraging them to put their own coats on and to use the toilet independently. Children's spiritual, moral, social and cultural development is fostered. The staff's appropriate approach to equal opportunities contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of resources. These include books and dolls reflecting different cultures and small world figures showing positive images of people with disabilities. Children also celebrate different festivals, such as Chinese New Year, which raises their awareness and understanding of different traditions. Staff have experience of caring for children with learning difficulties and disabilities. They have also attended relevant training, which has a positive impact on providing an inclusive environment. Children's behaviour is appropriately managed by staff. They remain calm and speak to children at their level. A problem solving approach to any social conflict is implemented. This encourages the children to have an awareness of their own behaviour. A key person system is in place ensuring continuity of care for children, for instance, at mealtimes and when changing nappies.

Partnership with parents and carers is satisfactory. An information booklet for each room ensures parents and carers are aware of the care provided. This is complemented with a notice board, which is regularly updated. There is a 'Friends of Tick Tock' group, which encourages parents and carers to be involved in the setting and to organise fund raising events. They also donate items, such as articles for treasure baskets for the younger children. This has a positive impact on raising their awareness of activities participated in. Younger children have daily diaries, which complement verbal information that is shared daily. Consequently, a consistent approach to children's care is promoted. Parents whose children receive nursery education are appropriately informed about the Foundation Stage. Detailed written explanation of the curriculum is provided within the prospectus. Planning is displayed outside the pre-school room.

## **Organisation**

The organisation is satisfactory.

The leadership and management is satisfactory. The staff as a whole work well as a team and are committed to the ongoing development of the nursery. The manager has high expectations of staff and trusts them to work to the best of their abilities. She delegates responsibility to the senior staff to monitor the education provision and carry out individual appraisal meetings. This system is not effective, resulting in children's development files not being up to date. The inconsistent monitoring of staff's performance, including identifying appropriate training, has a negative impact on the quality of education. An appropriate recruitment procedure is in place to ensure children are safeguarded. This includes all staff being suitably vetted. Their ongoing commitment to training has a positive impact on the quality of care provided. The manager is aware of the nursery's current registration requirements and adheres to them. However, although there are senior members of staff in each room, the setting does not have a named deputy who is able to take charge in her absence. This has a negative impact on meeting the needs of the children, parents and carers effectively. Relevant policies and procedures are in place and stored appropriately to maintain confidentiality.

Children enjoy a range of play opportunities through the appropriate organisation of space, time and resources. Each playroom has its own enclosed, outdoor area, which children can freely access throughout the day. This enables them to enjoy boisterous and quieter activities as they wish. The layout of the rooms and the deployment of staff give children the chance to play with others or independently. The flexible routine incorporates opportunity for outings. Examples of this are where younger children visit a local centre for sensory play and older ones enjoy music and movement sessions away from the nursery. The low-level storage of resources promotes free choice and independence.

Overall the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the time of the last inspection the provider was asked to further promote children's regular, independent access to drinking water throughout sessions, extend the range of resources that promotes positive images of disabilities for children under three years and extend the prospectus packs complaints and uncollected policies to include the address and contact number of the regulatory body (Ofsted). All of the recommendations have been completed, having a positive impact on the quality of care.

## **Complaints since the last inspection**

Since the last inspection Ofsted has received one complaint that required the provider to take action to meet the National Standards. This related to National Standards 12: Working in Partnership with Parents and Carers. This involved a concern regarding a biting incident in July 2006; Ofsted investigated the complaint and raised an action regarding the recording of the complaints procedures. The provider responded positively to the action and Ofsted were satisfied that by taking this step the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure risk assessments are effectively implemented
- further develop the effective recording of children's progress (also applies to nursery education)
- ensure there is a named deputy who is able to take charge in the absence of the manager.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review the organisation of the pre-school environment and resources to provide more challenging and stimulating experiences.
- develop effective systems to ensure staff are fully prepared for each days activities
- ensure planning includes differentiation for more able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)