



## Tic Tocs Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY341909
<b>Inspection date</b>	26 February 2007
<b>Inspector</b>	Anne Legge
<b>Setting Address</b>	Tic Tocs Day Nursery, Haldon Road, EXETER, EX4 4DZ
<b>Telephone number</b>	01392 410902
<b>E-mail</b>	
<b>Registered person</b>	SPL Education Ltd T/A St Peter's School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Tic Tocs Day Nursery is situated in a converted former college, in the centre of Exeter. It opened in 1994, and re-registered under the ownership of SPL Education Limited in 2006. There are four playrooms, a sleep room, toilets and staff facilities, as well as an enclosed outdoor play area. The nursery is registered to care for up to 63 children, aged from birth to five years. There are currently 69 children on roll, including 17 funded three- and four-year-olds. The nursery employs 23 staff members, all of whom have appropriate child care qualifications. It is open from 07:45 to 18:00 on weekdays, throughout the year. The nursery welcomes and supports children with learning difficulties or disabilities, and those who speak English as an additional language.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy excellent opportunities to be physically active. Each age-group uses the outdoor area twice daily, so that children can run freely, dig in the sand or practise throwing and catching. They ride or push wheeled toys or use the climbing frame. Indoors, they do exercises or move to music. Babies have plenty of space to crawl or practise walking, or to play in a ball pool. All children enjoy regular outings, when they walk to local amenities, such as the park, library or cathedral. Children benefit from eating very healthy snacks and meals. The weekly menu includes an excellent variety of freshly cooked lunches, using plenty of fruit and vegetables. Children enjoy a café system for their morning snack, when they choose from a wide range of fresh fruits. Those who arrive early are provided with a nutritious breakfast, and a healthy tea is served in the late afternoon. Children have plenty of fluids, as fresh drinking water is always available in their rooms, and they are offered water, milk or diluted fruit juice at meals and snacks. Special dietary needs and preferences are carefully recorded and met.

Children are well protected from infection, due to the nursery's good systems for maintaining high standards of hygiene. The premises are kept very clean and staff operate a rota for checking and cleaning all areas, throughout the day. They are rigorous in their use of disinfectant sprays, aprons and gloves, to prevent the spread of infection when changing nappies or cleaning toilets. Young children have their own bed linen and all children have individual flannels, which are changed daily. Children learn good hygiene routines, as staff remind them to wash their hands before they eat and after using the toilet. However, children are less well protected from infection, when two-year-olds sometimes use a shared bowl to wash their hands before snack, and babies occasionally retrieve and eat food, which they have dropped on the floor. Sleeping babies are very carefully monitored and the temperature of the sleep room is checked regularly, to promote children's good health. They receive very good care when they are unwell or injured. All staff have current first aid qualifications and records of accidents and medication are comprehensive and shared appropriately with parents.

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

The provision is outstanding.

Children play in an exceptionally safe and secure environment. Their security is comprehensively addressed, as staff are extremely vigilant about access to the premises. The outer door is always locked and no-one is admitted without appropriate identification documents, unless they are well-known. An inner door provides extra protection for children, as do high bolts on doors to areas which are only safely accessible to staff. The outside area is fully enclosed and children are carefully supervised when they use it. Visitors are logged in and issued with badges, and workmen needing to access service areas have no contact with children. Staff have undertaken thorough training in safety matters and have a very clear understanding of how to keep children safe. They risk assess the premises daily, weekly and termly, immediately addressing any hazards noted. There are excellent systems for instigating repairs, as maintenance staff visit daily.

Children choose from an outstanding range of toys and resources, which are appropriate for their ages and maintained in excellent condition. Staff implement very effective rotas for checking and cleaning specific toys and resources, ensuring that they are always completely safe for children's use. Children are exceptionally safe on outings, as all journeys and venues are thoroughly risk assessed in advance. Very high staff ratios and the use of buggies, reins and wrist restraints also protect children from harm. Children wear labels, identifying the nursery and the staff member responsible for them, to ensure they are easily recognised in public places.

Children's safety in emergencies is given a very high priority. Evacuation procedures are practised at least monthly and fire safety equipment is carefully checked, at regular intervals. All staff have recently undertaken fire safety training, so they are confident in their ability to care for children in emergencies. They have also completed training in safeguarding matters and domestic violence, and have a comprehensive understanding of how to protect children from abuse or neglect.

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

The provision is good.

Babies and toddlers enjoy an excellent variety of activities, which very effectively promote their development. Staff provide a calm, comfortable and welcoming environment, where very young children are carefully nurtured and challenged, so that they grow in confidence and develop new skills. Staff plan exciting activities, using excellent resources, and offering very good variety over time. They have a comprehensive understanding of the Birth to three matters framework and they constantly monitor children's achievements and plan for their development, taking into account their individual interests and abilities. Babies use their senses to explore an extensive variety of materials and substances, such as wet and dry spaghetti, different fabrics, shredded paper or coloured ice. They enjoy making music or investigating everyday objects, such as metal colanders, sieves and jugs. They develop a sense of self, as they look at displays of their own photographs. Staff skilfully talk and play with young children, using plenty of eye-contact, smiles and cuddles, so that they develop a sense of belonging and make very good progress in all areas of their development.

Two-year-olds enjoy very well-organised sessions, providing opportunities for a wide range of interesting and challenging play. Their room is carefully arranged, with comfortable and attractive areas for messy activities, construction, books or role play. An excellent range of floor coverings, including a furry blanket, shaped rubber mats, brightly coloured bean bags and a duvet, provide different textures to sit or lie on. Children have constant access to an extensive range of sensory resources, such as a touchy-feely board, paint, coloured ice containing rice or fabrics, or dough. They develop their independence, as they choose between activities, or decide when to eat their snack. They make marks with crayons, build with large blocks or share stories in the book area. Staff are very effective in challenging children and supporting their development. They use the Birth to three matters framework very thoughtfully, carefully matching activities to the individual needs of the children. Older two-year-olds spend some time each week in another room, where staff plan appropriately challenging activities, to develop their early understanding of, for example, stories, numbers and patterns.

### **Nursery Education**

The quality of teaching and learning is good. Recently introduced systems for planning and assessment are very effective in ensuring that children access the whole curriculum over time and that their individual learning needs are met. Staff have a good understanding of the Foundation Stage curriculum. They observe children's achievements and set targets for the next steps in their learning, which are shared with children and parents. Assessment information is used effectively in planning, so that all children enjoy appropriate challenges and make good progress. Staff provide a bright, attractive environment for children, using current displays to support and reinforce learning. They skilfully question children and discuss events and activities with them, developing their language and understanding. For example, they discuss a recent outing to the beach, encouraging children to describe what they saw, did and thought. Learning intentions are clearly displayed for all activities, so that staff are reminded of the possibilities for helping children make good progress, in all types of play.

Children enjoy many opportunities to learn about the world around them. They take part in topics, such as 'People who help us', when they visit a local café or receive visits from hairdressers and policemen. They develop their sense of time, as they discuss dates, events or the daily routine, and they learn about the natural world, while caring for pets or planting flowers. Children create freely, using excellent resources for collage, such as wool, fabrics and string or paper, when representing different hair styles. They draw and paint, freely developing their own ideas. They become very imaginative in role play, as staff provide varied resources and regularly change the theme of the role play area, such as from a café to a hairdressing salon. Children's imagination is extended, as staff model, for example, how to make an appointment or behave as a customer.

Children count regularly, matching numerals to counting, as they discuss the number of the week and clap or jump the corresponding number of times. They begin to develop an understanding of number patterns, discussing one more or less during daily planned number sessions. Their learning is occasionally reinforced in free play, such as when discussing one more than a set of four toy cars. Children learn about shapes in the environment or when playing shape games. They develop a love of books, as staff inspire them with enthusiastic questions and effectively relate stories to their own experiences, such as playing with Russian dolls at home. Children recognise their own names and those of others. They make good progress in their understanding of letter sounds, using actions to help them remember, during sessions focussed on literacy. This is sometimes extended into other practical activities, such as when writing names on their work. Staff provide many opportunities for children to develop their physical skills, using small equipment, such as scissors, cutters and spreaders, as well as large outdoor equipment. They all make good progress in increasing their co-ordination and control.

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

The provision is outstanding.

Children's behaviour is exemplary. They are happily settled at the nursery, where the atmosphere is calm and positive. Children are very busy throughout sessions, enjoying excellent activities, which keep them interested and behaving well. They enjoy extensive praise from staff, who clap and sing when children do well, successfully developing their self-esteem. Unwanted behaviour is usually ignored, as the emphasis is on rewarding positive behaviour, and children

respond very well. Their spiritual, moral, social and cultural development is fostered. They learn to share and take turns, as when waiting to use wheeled toys or sharing fruit at snack time.

The nursery has an excellent ethos of inclusion and all families are welcomed and included. Children who speak English as an additional language are effectively helped to settle, as staff use cards to explain routines, simple language in progress records, and interpreters when necessary. Children learn about different cultures, as they share books in different languages, or celebrate festivals from all faiths. Those with learning difficulties or disabilities are very carefully monitored and supported. Staff keep detailed records of their progress and work closely with parents and other professionals, to successfully meet children's additional needs.

Children's care is exceptionally consistent, due to the nursery's very effective systems for communicating with their parents. Notice boards display relevant information about staff, policies and procedures. Excellent use is made of displays and photographs, to inform parents about their child's activities, and all planning is available for them to read. Regular parents' evenings provide opportunities for parents to talk to key workers and to see their child's comprehensive progress records, including photographic evidence of their achievements. The youngest children have home record books, recording all aspects of their child's care, and a white board records daily activities, in the Twos' room. Parents are invited to join a parent forum, and to put their ideas for improvement into the suggestions box. Annual surveys are used to actively seek parental views of the quality of care in the nursery. Partnership with parents is outstanding. Parents of children at the Foundation Stage are able to fully support their child's development, as they are very well informed about achievements, targets and progress towards the early learning goals. Progress records are exemplary, with detailed observations and tracking in all areas of learning, supported by photographic evidence. Parents meet regularly with key workers and have constant access to current targets and information about topics and activities.

## **Organisation**

The organisation is good.

Children are cared for in a very well-organised nursery, which successfully promotes their welfare and development, due to its very effective management structure and systems. Comprehensive documentation underpins the quality of children's care, including up-to-date policies and procedures and excellent records of each child's achievements and progress. Systems include regular meetings between staff and managers, which lead to the smooth running of the nursery and sharing of good practice between different parts of the organisation. Staff work as very effective teams and ratios are excellent, ensuring that all children receive very good individual attention.

Leadership and management are outstanding. Managers demonstrate a genuine commitment to providing excellent nursery education. A teacher has recently been appointed, who has made extensive improvements to the quality of teaching and learning, as she leads by example and offers support to staff. Children's progress has already begun to accelerate and plans are in place to address aspects of the nursery education identified as needing further development. Staff appraisal systems are effective and staff are committed to developing their skills, by

attending relevant training. All activities are carefully evaluated and managers rigorously monitor the quality of provision.

The nursery meets the needs of the range of children for whom it provides. Children enjoy the facilities of exceptionally safe premises, where the space is used creatively, to provide an excellent variety of activities for all age-groups. Hygiene standards are mainly excellent and children's health is very well promoted, through nutritious diets and ample fresh air and exercise. They are cared for by very well-qualified staff, who enjoy their work and regularly undertake training, to update their knowledge and skills. The nursery is committed to including all children and meeting their individual needs.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

## **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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):

- further improve children's protection from infection, by making sure that they always wash their hands in clean water before they eat, and that babies do not eat food which has fallen on the floor.

#### **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):

- consistently reinforce children's learning about letter sounds and number patterns, through a wide range of daily routines and practical activities.

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)