

# Tic Toc Neighbourhood Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY275881
<b>Inspection date</b>	11 December 2007
<b>Inspector</b>	Hazel Christine White
<b>Setting Address</b>	274 Henley Road, Coventry, West Midlands, CV2 1AX
<b>Telephone number</b>	024 76 709277
<b>E-mail</b>	
<b>Registered person</b>	Tic Toc Neighbourhood Nursery Ltd.
<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 Toc Day Nursery is a privately owned setting which opened in 2004. It operates from a large converted house in the Bell Green area of Coventry in the West Midlands. A maximum of 64 children may attend the nursery at any one time. The nursery opens five days a week all year round except for public bank holidays. Children attend for a variety of sessions from 08.00 to 17.30. All children have access to a safe and secure outdoor play area.

In the nursery, there are 103 children on roll. Of these, 16 children receive funding for early education. The nursery serves families and children in the local community and surrounding areas. Children with learning difficulties and or disabilities and children who speak English as an additional language are supported.

The Nursery employs 21 staff. Of these, 18 including the manager hold appropriate early years qualifications and two are working towards a qualification. The nursery receives support from a teacher mentor from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children's health is exceptionally well promoted. Enthusiastic staff inspire the children's interest in maintaining a healthy lifestyle through discussion and by being excellent role models. Children see low-level pictures in the bathroom that support their awareness of thorough hygiene routines. Effective detailed procedures are in place to prevent the spread of infection, including information on allergies and infectious diseases. Staff are diligent in following hygiene procedures, for example, having mops and cloths for specific areas to prevent cross-contamination. Toys and equipment are in an exceptionally good condition. Staff respond to accidents well as all, with the exception of one, have current first aid certificates. A named person is responsible for ensuring that first aid boxes are fully stocked and readily available in all areas. Children can rest and relax as they need to as staff are extremely sensitive to the needs of the younger children.

The joint providers are nurse trained and practising health visitors. One is always on site to offer advice and deal with emergencies. Parents are extremely well supported with regard to their children's health. Consultations are held to support them in providing good quality care when their children are ill. Advice is offered about dietary needs, managing behaviour, sleep problems and speech and languages concerns. Babies and young children are weighed at the nursery, this flexibility enables parents to fit around their work and family commitments.

Children have nutritious snacks and meals that promote healthy eating. Staff are committed to ensuring that children have a well balanced diet. The menu is planned in consultation with a community dietician and in accordance with advice from the British Dentist Foundation. Children have an excellent choice of fresh fruit and vegetables with their meals. Lists of specific food requirements are displayed in all areas for easy reference. Food is well presented and plentiful. Meal and snack times are very well organised. Children sit in small groups and staff interaction effectively enhances the children's social skills and good manners. Older children pour their drinks and serve their fruit and meals with confidence. They can independently and skilfully access drinking water throughout the day. Children explore healthy foods through practical activities, for example, they grow their own vegetables. The kitchen is well organised and cleaning schedules are effective. Food and temperature records are in place to minimise the risk of cross-contamination. All food is probed and covered before it leaves the kitchen.

Children enjoy excellent opportunities to experience physical play and develop their skills. The outside area is an interesting learning environment for children of all ages. The wide range of activities enable children to develop their confidence on equipment that provides challenge. Children are able to climb, ride wheeled-toys, play with balls and balance on equipment. The outside area is included in planning to maximise its use. A covered area protects them from the sun. Babies get plenty of fresh air as they play on a soft surface and are frequently taken for local walks. Children discuss the changes in their bodies after exercise and have a positive attitude to being active. They learn that it helps to develop strong bones and muscles.

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

The provision is good.

Children are cared for in a safe and secure indoor and outdoor environment. Positive steps are taken to minimise potential risks. Security is excellent, all visitors are monitored and cannot

access areas used by children unless they are invited in by a member of staff. Visual daily safety checks are carried out and recorded. The premises are well maintained and any repairs are dealt with promptly. Written risk assessments cover all areas and are regularly reviewed and updated to ensure children's safety.

Children are able to access the resources independently because the majority are stored at a low level. Space is organised well to enable the children to experience a wide range of play opportunities. Children are cared for according to their age and ability by key workers in specific rooms. Play areas allow children to move freely and activities are sufficiently spread out. As a result children can be active or relax and be quiet. Pre-school children learn to keep themselves safe because staff give them gentle reminders of the rules that help to prevent accidents. Resources are suitable for the children's age and stage of development and comply with British Safety Standards. All toys and equipment are in an excellent condition. Staff adhere to manufacturers' guidelines.

Children learn how to protect themselves in the event of a fire because there is clear evacuation procedure which they are familiar with. They have regular opportunities to practise the procedure and a record is maintained of these drills. All staff attend fire safety training every 12 months, the fire service visit and demonstrate how to operate extinguishers. There is a named fire marshal in every room. All cots are on wheels so they can be pushed outside and babies safely placed into them. Effective procedures are in place to make children comfortable in an emergency. For example, 'space blankets' and bottled drinking water, therefore children are well taken care of should they not be able to get back into the building.

Children's welfare is safeguarded because staff demonstrate a sound working knowledge and understanding of child protection issues and procedures. They are aware of their roles and responsibilities in ensuring that children are protected from abuse. The nursery has a written child protection policy which is shared with parents. Children are only released into the care of known individuals and they are never left unsupervised with persons who have not been suitably vetted.

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

The provision is good.

Children are happy, settled and having fun. They enjoy a good range of activities and experiences, both indoors and outside, that contribute to their learning and all round development. The 'Birth to three matters' framework is a strong feature in the nursery. Staff have a secure knowledge of its principles and use these in their practice to support young children in making decisions and choices. As a result they become independent learners. Resources and equipment are organised to encourage children to explore and become confident in their surroundings. Children can see what is available and self-select. Planning ensures that children participate in meaningful and worthwhile activities. Children are observed and regularly assessed. These records are very positive and focus on children's strengths. However, this information is not used to plan for their next steps or linked to planning. Therefore some children may not be challenged at the right level.

Children sing, listen to stories, enjoy imaginary play and have outdoor time. They explore using all of their senses and have regular access to a wide range of materials, such as sand, water, play dough and creative play. These are used in a variety of exciting ways to extend children's learning and range of experiences. For example, staff make treasure baskets from natural materials which enables children to explore and use their imagination. Photographs demonstrate

a wide range of activities and experiences that the children have taken part in and are used to recall and reflect on past experiences.

Children relate well to each other and they benefit from the warm and caring relationship that they have with staff. They are at ease to go to staff members for comfort, reassurance and support. Children interact with adults and they are beginning to learn to play with and alongside others. They readily engage in conversation and young children are gaining confidence and developing their communication skills. Staff respond promptly and appropriately to their babbling and gestures. Children are frequently praised for their efforts and achievements and as a result they are motivated to learn and display good levels of self-esteem. Children are starting to learn to share and take turns.

### Nursery Education

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and how children learn. They provide an interesting range of planned activities that cover all aspects of the six areas of learning and relate to the stepping stones. Assessment is based upon meaningful observations recorded in children's records of progress and staff informally consider children's next step in learning. However, they have not yet devised an effective system of evaluating these records to formally identify children's next steps in learning to use as an aid for future planning.

Staff use a wide range of activities to engage the children and many are child-led. Activities have clear learning outcomes and as a result children are interested and becoming confident and motivated learners. Staff help children to consolidate and extend their learning by repeating activities. They ask children open-ended questions and adapt play according to the children's ability, therefore, all children become involved in the activities. Children make good progress because staff manage their time well and are involved in children's play and learning. Consistent behaviour management helps children to learn right from wrong. They are well behaved and learn to be polite and well mannered. They demonstrate a clear understanding of the four main rules, be kind to one another, listen to each other, look after books and toys, say please and thank you. Expectations of behaviour are clearly explained.

Children easily make relationships and demonstrate good independence skills. They separate well from their parents and quickly settle into their chosen activities. Children develop their self-esteem and take great pride in their achievements, for example, actively seeking out adults to show them what they have done. Children play together well cooperating and offering their own suggestions when in the role play area. They take the initiative and choose activities and access resources for themselves. For example, children put on their coats to go outside with little or no support and confidently serve food and drinks.

Most children confidently recognise their own name and make good use of the well-resourced graphics area. They are learning good pencil control, for example, when copying their name to label their own pictures. The book corner has recently been developed into an inviting area whereby children can sit quietly and look at a book and make up their own stories. They use mathematical language during their play and often practise their counting skills. Children find the number 10 on the advent calendar and they know that number one and zero together make 10. More able children can identify random numbers to 10 when playing a card game and count the number of dots to confirm that they have the right card.

Children competently display their skills when using the computer and operate everyday technology in their play. For example, they enjoy choosing music discs and putting them in the player. They investigate and explore objects and materials through a variety of exciting experiences and activities. They are able to observe and find out about features of the natural world as they use tools to plant vegetables in the garden and examine insects with magnifying glasses. They recall watching a chrysalis turn into a butterfly. Children develop their awareness of customs, cultures and beliefs from celebrations and the positive resources which they have access to. They talk about the traditions of others, therefore, expanding their knowledge of the wider world.

Children access role play activities linked to the current theme. They particularly enjoyed the fairytale topic and created 'Goldilocks' home with the three bears. Activities enhance children's creativity and encourage their imagination. They paint, play with dough and experiment when cooking. Children freely draw and use resources, such as glue and collage materials.

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

The provision is good.

Children access a range of resources and activities which actively raise their awareness of diversity and promotes their understanding of others. For example, the use of role play equipment, books, play people, puzzles and multi-cultural dolls. The celebration of festivals and special days enables children to explore other cultures and traditions. All children are welcomed and staff value and respect their individuality. Key staff ensure that they know children well and that they are provided with equality of opportunity. The children's spiritual, moral, social and cultural development is fostered.

The nursery effectively supports children with learning difficulties and/or disabilities. Good systems are in place for supporting children with additional learning needs and the nursery positively promotes inclusion. Key staff have a secure knowledge of individual children's needs and in consultation with parents and other professionals develop plans to enable children to reach their full potential. Pre-school children are learning to use Makaton as a form of communication and already know how to say 'good morning' during circle time.

Children behave very well and show care and concern for one another. They are made aware of the rules and boundaries of the setting through gentle reminders from staff and their self-esteem is promoted as they are frequently praised for effort and achievement. Their sense of belonging is promoted through consistency of care and the effective use of positive behaviour management strategies. Staff exchange information, with parents, about methods used to manage behaviour and they work together to resolve any problems that may occur.

Parents are warmly welcomed into the nursery and importance is placed upon the daily feedback of the children's day. Good communication exists as staff spend time chatting to parents at the beginning and end of the session. Displays around the setting provide further information and parents are invited to attend open evenings and social events. Parents comment positively on the warm and friendly relationships that they and their children have with a the staff team. Parents' views and opinions are welcomed and valued, they are encouraged to complete questionnaires about the quality of care their children receive and this information is used to make changes to childcare practice.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents are encouraged to talk to staff informally about their children's progress and

assessment records are discussed fully during the open evening. Staff give parents and carers clear detail of what is in the Foundation stage. Newsletters and displays are used to provide further information and inform parents what their children are learning. This enables the parents and carers to support their children's learning at home. Children particularly enjoy taking the 'nursery bear' home and keeping a record of what he has been up to whilst in their care.

## **Organisation**

The organisation is good.

Children are happy and at home in the relaxed and friendly environment. Rooms are welcoming and resources are stored safely and are easily accessible. Activities are varied and familiar daily routines provide children with security and consistency. Children's welfare is promoted by visible and committed management, working alongside a friendly and enthusiastic staff team. Records, policies and procedures which are required for the safe and effective management of the provision are well maintained. Robust systems are in place to ensure the continued suitability of staff and there are good procedures for recruitment and induction. Staff to child ratios are well maintained and children receive a good level of interaction and supervision.

Management are supernumerary and support staff as necessary. Children are cared for in age related groups and an effective key worker system is in operation. Children experience security and continuity of care as staff members are consistent and help children to settle as they progress throughout the nursery. High priority is given to keeping staff up to date with current practice. Staff meetings are regularly held to discuss planning, learning opportunities, ideas and evaluations. Staff demonstrate that they are motivated and committed to ongoing training to improve their knowledge, which impacts on children's learning. They attend a wide range of courses and the majority of staff hold early year's qualifications.

Leadership and management is good. There are good procedures in place to monitor and assess the provision. Regular team meetings are held whereby the manager keeps the staff fully informed. This helps to promote good practice and continuity of care for the children. Pre-school staff have a secure knowledge of the Foundation Stage curriculum and are capable of planning a programme of activities to enhance the children's learning. There is a commitment to providing quality care and education for the children with staff identifying their training needs during supervision sessions. An appraisal system is in place. Staff have access to the early years training programme which supports their continuing professional development. Good support is offered from the local authority early years partnership advisor. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provider agreed to develop the organisation of group times throughout the day to maintain the children's interest in order to minimise any disruptive behaviour and to devise and implement a written procedure to be followed in the event of an allegation of abuse being made against a member of staff or a volunteer. The organisation of group times has been reviewed. Sessions are delivered to provide a well balanced mixture of small group and large group activities. Children are split for circle time into two groups so this time can be managed effectively, using props to encourage interest and participation. As a result children's behaviour has vastly improved. A policy has been implemented so staff are clear of the procedure to follow in the event of an allegation of abuse being made against a member of staff or a volunteer. Therefore, children's welfare is appropriately safeguarded.

## **Nursery Education**

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):

- make improvements as indicated in the nursery education section below.

#### **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):

- devise an effective system of evaluating assessments to formally identify children's next step in learning and use as an aid for future planning.

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)