

Tick Tock Day Nursery

Inspection report for early years provision

Unique Reference Number	EY268507
Inspection date	28 February 2008
Inspector	Rebecca Johnson
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Registered person	Tick Tock Day Nursery Ltd
Type of inspection	Integrated
Type of care	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.

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 inadequate - enforcement action. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - special measures.

WHAT SORT OF SETTING IS IT?

Tick Tock Day Nursery has been registered since 2003. It operates from four rooms in a converted Social Club in Old Hill. There is a fully enclosed outdoor play area. The nursery serves the local and surrounding areas. The setting is registered to care for 56 children from 0 to 5 years. There are currently 53 children on roll, of whom 11 are in receipt of funding.

The group opens seven days a week all year round, closing for Bank Holidays. Sessions are from 07:30 until 21:00. Children attend for a variety of sessions.

Twelve staff work directly with the children. Six have early years qualifications to NVQ level 2 or 3. Four members of staff are currently working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's health is not effectively promoted as the setting does not always take positive steps to promote the children's good health. Consent to seek emergency medical treatment or advice is not in place and accident records are not correctly maintained. Babies and young children are not protected from the risk of cross infection as they do not sleep on their own individual bedding. Children with allergies or dietary requirements are not protected as information is not easily available to ensure that their individual needs are correctly adhered to. Appropriate measures appear to be taken when children are ill so that health needs are met as parents are given a copy of the sickness policy which clearly states that children must not attend the setting if they are ill. Children are beginning to learn about their personal hygiene and on occasions they remind staff that they need to wash their hands before snack time.

Children are appropriately nourished. They have some opportunities to learn about healthy eating because the setting provides them with regular drinks and foods that are nutritious. Menus are currently being updated to provide a wider, more interesting range of meals. They include foods such as curry, tuna pasta bake, chicken and vegetables. Snacks include fresh fruit and pancakes with syrup. Vegetarian options are always available.

Children enjoy some opportunities to experience physical activities and develop their skills both inside and in the fresh air. They have access to a climbing frame, slide, swing and balancing equipment and enjoy games such as follow the leader. The Pre-school and Toddler room's access outside on a daily basis providing that the weather is clement. However, babies and younger children only access outdoors during the summer months. The needs of the babies and younger children are adequately met because some staff have attended 'Birth to three matters' training and have an appropriate understanding of the needs of the younger children.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are not always kept safe as at times staff do not demonstrate an appropriate awareness of health and safety. Although in-depth risk assessments are in place staff do not always identify possible risks to children, for example, at lunchtime when children are given very hot food.

Some parts of the premises are welcoming and child centred because they are clean and in some areas children's work is displayed. However, poor management of space does not allow all children to play freely, or to be quiet or rest in accordance with their individual needs. The outdoor space is secure and staff check the area before children go outside to ensure that it is free from hazards and there is a safe procedure in place for the collection of children.

Children are not protected from harm because management and staff do not have an acceptable understanding of their role in child protection. They are not able to put appropriate procedures into practice and have a limited awareness of Local Safeguarding Children Board (LSCB) procedures.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Babies and younger children appear settled, happy and comfortable in their environment. They benefit from the knowledge of child development held by the staff who take time to find out each child's individual routines before they start. Positive interactions are seen between children and adults. Babies are suitably encouraged to develop their communication through language and gestures. Staff re-enforce babbling sounds and provide mirrors for babies to look at themselves. Positive interaction and lots of love and cuddles help children to feel secure. Babies access a suitable range of activities which are appropriate to their needs.

Toddlers have limited access to resources and are not able to select resources for themselves. Although they enjoy messy play such as play dough, water and painting, the time allowed for these activities is limited and there are no other activities available if children do not want to participate. They enjoy using the role play area in the pre-school room. However, they do not have role play equipment in their own area, nor can they readily access books or natural materials. Therefore their development in some areas is hindered. Children enjoy finger rhymes and singing and are beginning to count their fingers and name colours. They access outdoor play daily where they enjoy painting with water on the walls and using the small climbing equipment.

Nursery Education.

The quality of teaching and learning is inadequate. Staff have a very limited understanding of the Foundation Stage Curriculum, stepping stones and early learning goals. They have not attended training and receive no support from the senior management. Although planning is in place it is ineffective and is not implemented in practice. The members of staff responsible for planning are not given time to liaise with each other. At times the session becomes disjointed and disorganised with staff discussing what activities to provide next while children sit aimlessly with nothing to do. This then leads to disruptive and unacceptable behaviour. Observation and assessment is not used to ensure positive outcomes for children and is not used to move children forward at a pace suitable to their individual needs or to ensure that they reach their full potential.

Activities provided for children are few in number and do not cover all areas of learning. Staff do not help children to consolidate and extend their learning. They do not encourage them to become involved and to persevere with tasks. On the occasions when children do appear interested in an activity they are often removed from it to do something else or told to use it properly. For example, one child was using the dominoes to construct and a member of staff told another child to go and show him how to play with them properly. Time, the environment and resources are not used effectively to help the children's learning. Children are not able to access activities independently or make choices within their learning. The session is not sufficiently well paced or organised. Therefore, children are not fully engaged and frequently become disruptive.

Children are not interested, excited or motivated to learn. However, they are confident to try new activities when they are provided with them. For example, when finding dog biscuits in the sand. Some children are able to sit quietly during circle time at the beginning of the morning. However, this is not extended to ensure that all children are able to participate. Children become bored and disinterested very quickly which results in poor behaviour and the disruption of the session for others. Children do not form good relationships with other children and adults. They do not work together harmoniously and often take toys from each other. Although some children

work as part of a group, for example, when playing with the lotto, they quickly become bored and want to leave the activity. They do not understand the difference between right and wrong or the consequences of their words and actions for themselves and others. They frequently disrupt each others play due to unacceptable behaviour. Some children are developing personal independence skills, for example, they are able to find their own shoes and coats and put them on. However, due to the organisation of the room they are not able to independently choose activities.

Children are not developing their competencies across the four aspects of communication, speaking listening, reading and writing. They do not use speech to organise and explore real and imagined experiences, ideas and feelings. Staff often tell children to be quiet when they are trying to talk and are so busy trying to deal with disruptive behaviour that there is very limited time for children to communicate. Some children are beginning to understand that print carries meaning. However, on occasions when they try to look at books they are immediately told to sit at the table with the others. Although during the afternoon session children do have opportunities to listen to stories but most children do not listen. They crawl around the floor, shouting and disrupting the other children. During the morning session all children eventually sit quietly. However, their interest and learning is not extended by the use of questions and when children do try to join in with the story they are told to sit still and listen. Most children are able to recognise their names with help when they self register. However, this activity is not provided to include any child who comes after 09.00. Children's access to mark making materials is very limited and they are not encouraged to write their own names on pictures or worksheets they have completed.

Children are able to count reliably up to 10 in different situations. They count the number of children at circle time and when they line up to go outside. However, at times staff ask children to count to 20 which is too difficult for the children present and does not allow the majority of children to participate. They play games such as buggy bingo. However, this is very adult led and does not encourage children to count or recognise the numbers for themselves. Children do not use language to compare numbers or to develop an understanding of addition and subtraction through practical activities. They are not able to use mathematical language in everyday situations or develop mathematical ideas and methods to solve practical problems. Staff do not develop mathematical concepts through activities and fail to recognise when this can be achieved.

Children do not investigate objects and materials, use all senses, or find out about and identify features of living things, objects and events they observe. They do not look closely at similarities, differences, patterns and change or ask questions about why things happen and how things work. Children do not build and construct with a wide range of objects, or access appropriate resources, tools and techniques to shape, assemble and join materials. The limited knowledge of staff does not enable children to investigate methods of construction. One child tried to build using the dominoes. A member of staff saw what he was doing and sent another child to teach him how to use the dominoes properly. Children have no access to everyday technology. They do not use Information Communication Technology and programmable toys to support their learning. Some children are able to identify features in the natural world. They say what the weather is doing and name the days of the week. One child said "The sun was in my eyes when I was in the car." Children do not access activities or resources to enable them to begin to know about their own cultures and beliefs and those of other people.

Children enjoy a range of physical activities that help them to develop their confidence and skills when using large apparatus and equipment. They move confidently with control and

co-ordination as they travel around, under, over and through balancing and climbing equipment. They show an awareness of space, both for themselves and others as they play follow the leader moving around the equipment. Although children are able to spread with knives at snack time, they have limited access to other tools, objects, construction and malleable materials to develop their fine motor skills. Children are able to name and recognise some colours such as blue, pink and brown. However, they do not have access to painting or craft activities on a regular basis. They recognise and explore how sounds can be changed, and sing simple songs such as the days of the week from memory. They look at and name instruments such as a castanet, a drum, a stirring drum and a cabassa. However, staff take instruments off children when they try to explore them and tell them to sit still and wait. Therefore, children become bored, crawling round the floor shouting and disrupting others. Children's imaginative skills are not developed as they have very limited to access to role play and dressing up equipment.

Helping children make a positive contribution

The provision is inadequate.

The setting has an Equal Opportunities policy that addresses discrimination, inclusion, and positive strategies to address inequality. However, it is not implemented as children do not feel a sense of belonging or understand responsible behaviour. They do not work harmoniously with others, and are not encouraged to make choices and take decisions or develop self-esteem and respect for others. They do not receive appropriate support or access resources to help them to become aware of the wider society. The children's spiritual, moral, social and cultural development is not fostered

Younger children are learning to share the toys and enjoy playing together. Some children's behaviour in the pre-school room is unacceptable and disruptive. The organisation of the activities does not ensure that all children are able to fully participate and this reflects in their behaviour. Behaviour management strategies are unacceptable and often cause children's behaviour to escalate.

Limited information is provided to parents about the settings practice and services provided. Therefore the learning and welfare of the children is not promoted. The parents pack includes a summary of equal opportunities and inclusion policies and information on sickness, behaviour management, child protection and the complaints procedure. However, additional information including all policies and procedures is not easily available. Information is passed to parents of younger children on a daily basis through a diary which informs parents of sleep times, food the child has consumed and what activities the child has participated in throughout the day. Parents evenings are held twice a year where parents can discuss their child's progress.

The partnership with parents is inadequate. There is no information available for parents to inform them of the Foundation Stage or early learning goals. Although planning is sometimes displayed, parents are not actively encouraged to look at it. Therefore they are not encouraged to participate in their children's learning and do not know how to continue children's learning at home. Parents are not invited to share their knowledge to develop children's learning potential and experiences.

Organisation

The organisation is inadequate.

The registered provider demonstrates a knowledge and understanding of the need to inform Ofsted of any significant changes. Half of the staff are qualified to National vocational

qualification level 2 or 3. However, they do not attend short courses to ensure that they are up to date with information.

Most documentation which contributes to the children's health, safety and welfare is in place. However, the attendance register is not accurately maintained. It is not always completed on the arrival and departure of children, does not always contain the child's full name and does not include details of staff. As a result, at times it appears that staffing ratios are not maintained. Policies and procedures relating to the setting are in place. However, they are not implemented within the practice of the provision.

The leadership and management of the setting is inadequate. Staff are not well managed and there are very limited systems in place to provide clear direction, support and leadership. Although staff meetings are held and staff appraisals and induction are in place they do not identify training issues or major concerns within the setting. The effectiveness of the curriculum is not adequately monitored to ensure that children make sufficient progress towards the early learning goals. As a result children are not developing positive attitudes and dispositions and their learning and enjoyment is often hindered by the organisation of resources and adult led activities. Overall the provision does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting agreed to; conduct frequent risk assessments on the premises identifying actions to be taken to minimize identified risks in and outdoors and ensure children's safety when using high chairs. They were asked to provide children with adequate amounts of food and drink to meet their individual needs and ensure that menus which record food and drink offered to children are displayed and shared with parents. They agreed to ensure that good hygiene practices are maintained when storing cleaning implements, children's dummies and preparing feeds and that sufficient/suitable equipment such as cots and sleep mats and babies changing equipment is available to meet the needs of children.

In-depth risk assessment are now carried out both inside and outdoors and includes identifying the potential hazard and the action to be taken. Babies are now securely fastened into high chairs. The menus have recently been changed and children are now provided with a range of healthy foods. Parents are sent a copy of the updated menus and food from the menus is available for parents to taste on parents' evenings. Hygiene practices are generally well maintained. Dummies are kept in named baskets and only used when needed. Procedures for toileting and changing nappies are appropriate. There is sufficient equipment to meet the needs of every child, although beds are not individual and therefore do not ensure that children are safe from the risk of cross infection.

Complaints since the last inspection

Ofsted has received six complaints.

On 07/12/2004 concerns were raised about staffing ratios and inappropriate handling of a child by a member of staff. The registered person provided information which showed that Ofsted had not been informed of staff changes. The provider reported that they had investigated the alleged inappropriate handling of a child. Although no evidence was found to support the allegation the provider implemented an additional procedure regarding the way in which staff lift children. Therefore Ofsted is satisfied that the registered person has taken appropriate steps to address the concerns, and the provider remains qualified for registration.

On 19/01/2005 concerns were raised about staffing ratios, failure to carry out regular fire drills and failure to ensure adequate room temperatures are maintained. Ofsted made an unannounced visit and raised four actions in relation to National Standards 2, 4 and 6. The provider reported that additional staff have been appointed, room temperatures are correctly maintained and recommendations of the Fire Officer will be met. Ofsted is satisfied that the registered person has taken appropriate steps to address the concerns, and the provider remains qualified for registration.

On 04/02/2005 concerns were raised about staffing ratios, failure to carry out regular fire drills and lack of variety and nutrition in meals. Ofsted made an unannounced visit and raised four actions in relation to National Standards 2, 6 and 8. The provider reported that additional staff have been appointed, recommendations of the Fire Officer will be met and menus are displayed for parents. Ofsted is satisfied that the registered person has taken appropriate steps to address the concerns, and the provider remains qualified for registration.

On 16/02/2005 concerns were raised about staffing ratios and lack of variety and nutrition in meals. Ofsted made an unannounced visit and raised actions in relation to National Standards 2, and 8. The provider reported that additional staff have been appointed and menus are displayed for parents. Ofsted is satisfied that the registered person has taken appropriate steps to address the concerns, and the provider remains qualified for registration.

On 12/06/2006 Ofsted received a complaint which raised concerns in relation to organisation. Ofsted conducted an unannounced visit to investigate these concerns. Ofsted found evidence of a breach of National Standard 2 and have raised actions in relation to National Standard 2. Ofsted expects a response to these actions by 26 July 2006. Ofsted received a satisfactory response to the actions on the 31 July 2006 and the provider remains qualified for registration.

On 19/06/2007 concerns were raised over staff ratios, supervision of children, health in relation to accident recording, diet and partnership with parents. Ofsted investigated these concerns by carrying out an unannounced visit to the setting on the 03/07/2007 and as a result raised one recommendation in relation to National Standard 7. This relates to the procedures for recording accidents at the nursery. The provider remains qualified for registration.

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 inadequate - enforcement action. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - special measures.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

Ofsted is taking **enforcement action** to safeguard the welfare of children.

The quality and standards of the nursery education

The setting requires special measures to improve the provision for nursery education. The following urgent action is required:

- develop an action plan to show how children are able to access a range of resources and activities to cover all areas of the curriculum
- develop an action plan to show how staff's knowledge and understanding of the Foundation Stage curriculum and early learning goals is developed
- develop an action plan to show how the use of planning, observation and assessment is used to ensure that children move forward at a pace suitable to their individual needs that helps them to reach their full potential

The Department for Education and Skills and the local authority have been informed.

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