

Tick Tock Day Nursery

Inspection report for early years provision

Unique Reference Number	EY268507
Inspection date	15 July 2008
Inspector	Myra Lewis / Jennifer Turner
Setting Address	134 Halesowen Road, Old Hill, CRADLEY HEATH, West Midlands, B64 5LS
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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 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?

Tick Tock Day Nursery Limited is a privately owned nursery and was registered in 2003. It operates from four rooms in a converted Social Club in Old Hill. There is a fully enclosed outdoor play area. The nursery also offers an out of school service during school term times. A maximum of 56 children aged from birth to eight years may attend at any one time. The nursery serves the local area.

There are currently 50 children on roll, of whom nine are in receipt of funding for nursery education. The nursery 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. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 16 staff who work directly with the children. Of these, eight have early years qualifications. Two members of staff are currently working towards a recognised qualification. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is appropriately supported within the setting through satisfactory daily routines. Children are encouraged to be independent and manage their self-care skills with support from staff when needed. Children stay healthy because the staff encourage them to learn the importance of hand washing before eating and after toileting. Satisfactory nappy changing routines are in place and have regard to children's personal care needs.

Children enjoy physical exercise and have opportunities to play outside each day. For example, children learn to climb on the large apparatus and use a selection of wheeled toys with increasing control and co-ordination. There are regular walks where children benefit from seeing and learning about their local surroundings.

Children's health is protected as the staff have a satisfactory understanding of first aid and the observation of routine procedures to ensure the risks of cross-infection is minimised. Satisfactory accident and medication records are maintained and prompt action is taken if children are ill. General procedures are in place to obtain written consent from parents to give medicine, however, this practice is not always maintained. Therefore, children's well-being is potentially compromised. An appropriate first aid box is available and it's contents checked at regular intervals.

Babies and young children rest and sleep according to their individual needs. Their personal sleep patterns are discussed and agreed with parents, staff monitor sleeping children and keep a record which is shared with parents through children's daily diaries.

Children's individual dietary needs are discussed and agreed with parents. Staff are made aware of children's likes, dislikes and preferences. Children's meals are cooked on the premises each day and promote healthy food options and menus are shared with parents. However, protective clothing is not used consistently when preparing food which increases the risks of cross-contamination. Children have healthy, nutritious snacks and enjoy sociable mealtimes together.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a friendly, welcoming environment. They are able to move freely and independently around the play rooms. Children have access to a range of age-appropriate toys and resources, which are suitable for their purpose and safe for children to use. Toys are routinely cleaned and checked for safety. Children are beginning to understand the boundaries in place to keep them safe. For example, children are actively encouraged to help tidy away and understand the rules in place for their safety when playing outside.

Appropriate systems are in place for the safe arrival and collection of children. Through risk assessment of all areas appropriate action is taken to identify and minimise hazards. Satisfactory fire evacuation plans are in place and practised with the children. Staff have a clear understanding of the procedures and ensure a satisfactory record is maintained. There is appropriate equipment in place to provide satisfactory care for children under two years, which are suitable for their purpose and meet safety standards. However, the use of bouncing cradles for young children to sleep in is unsuitable and potentially compromises their safety.

Children's welfare is protected as staff are aware of their roles and responsibilities with regard to protecting children in their care. Staff understand their role in sharing and recording any concerns they may have and know what action to take if they should be concerned. Therefore, children's welfare is promoted.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle easily into their play environment. They participate in a variety of suitable activities to promote their learning and development. Staff use the 'Birth to three matters' framework when planning activities for younger children. Babies receive individual attention from staff who meet their needs attentively, which increases their sense of well-being and trust. Children benefit from good interaction with staff, who get to know them well and support their play appropriately. They are provided with sufficient toys and activities, some of which are made easily accessible. For example, building bricks, 'Small World' toys, cars, train set and books.

Children enjoy regular outdoor play sessions. They develop their physical skills as they choose from a good range of wheeled toys and climbing apparatus. They have access to sand and water play outside. Children's behaviour is generally good, staff encourage them to work and play together and show consideration for others. They speak confidently and make their needs known.

Nursery Education

The quality of teaching is satisfactory. Staff have a reasonable understanding of the Foundation Stage curriculum and early learning goals. Long-, medium- and short-term plans are used to plan a range of activities to promote children's development. Some activities capture children's interest as they enjoy playing with shaving foam and talking about how it feels between their fingers. They sometimes show care and concern for others, are familiar with the boundaries and at times, they will test these boundaries because staff fail to challenge them sufficiently with some activities. Children's learning is generally enhanced as most activities are linked to a theme such as 'All about me', 'Transport' and 'Favourite songs'. Staff observe children as they play and they use photographic evidence to show children engaged in activities, but they do not make full use of what they see to tailor each child's next steps in learning.

Children are generally motivated to learn. They participate well in group discussions such as the sounds of zoo animals and also sit quietly when they need to. They show confidence and self-

belief as they sing 'Old Macdonald had a farm' whilst using Makaton signing. They know when a familiar song is played it is time to tidy up and take action immediately. They form good relationships with their peers, playing well together in pairs and groups. Children have access to some programmable toys as they use an electronic computer, till and phone in the role play travel agent.

Children are confident speakers and they enjoy making up jokes to tell each other such as "Why did the chicken get stuck in the road? Because it stepped in toffee" or "What do you call a man with a spider on his head, a spider man". They talk about familiar experiences as they listen to the story, 'I Want My Mum' and recall recent events with enthusiasm. The book area is used well. Children approach the area often and settle well to read with their peers, telling the story

and pointing out pictures of interest from the holiday brochures. Staff introduce letters and sounds with children gaining the confidence to link sounds to the letters in their names and objects. However, there is a lack of free writing materials in the writing area and home corner. This restricts children's understanding of the range of uses for print and limits their ability to practice their early writing skills. Children enjoy simple number rhymes. They count the number of children as they line up to go out to play. However, they have limited opportunities to solve simple mathematical problems or calculation to develop an understanding of 'more' or 'less'.

Children are learning to value their senses. They try to detect the smell of their dinner and enjoy digging in the garden for worms, snails and insects. Through active discussions with their peers and the staff they are developing a sense of time and place. They talk about the local environment and about the colour of the doors on their homes following a walk around the area. Children make full use of outdoor play to develop their large physical skills. They stop and start with increasing control as they run outside and are learning to throw and catch different sized balls. Planned activities enable children to use their bodies in a wide variety of ways. For example, they climb on the large climbing apparatus and balance on the planks. Children are developing good hand to eye co-ordination and are skilful in batting balls. Children make good use of their imagination through role play. They pretend they are at the travel agents or that they are cooking food. They enjoy making model space rockets and using glitter to design their spider web.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy and settled. They are treated with equal concern and their individual needs acknowledged, discussed and agreed with their parents. All children regardless of ability, gender or background have equal access to all activities.

Children's social, moral, spiritual and cultural development is fostered. They learn about their own culture and those of other people through planned activities. Children receive praise and encouragement from staff which promotes positive behaviour. Children are learning to share, take turns and play together. Staff act as positive role models and encourage children to show consideration for each other.

Open and friendly partnerships with parents ensure children's well-being is promoted. Parents are made welcome and staff make themselves available each day to talk with parents about all aspects of their children's care. Therefore, parents feel confident in the care provided for their children. Additional information is shared through noticeboard displays and children's individual daily diaries ensure that parents are kept fully informed about their children's activities and routines.

Partnership with parents and carers regarding nursery education is satisfactory. There is sufficient information shared with parents regarding the educational programme. This includes information on themes and topics that are planned for the children. There are two parent meetings each year for parents to discuss their children's progress with staff on a more formal basis.

Organisation

The organisation is satisfactory.

Children are eager to learn and enjoy all aspects of their play. They participate in the range of suitable activities that are made available to them. All required documentation regarding

children's individual care needs are fully discussed with parents and their wishes respected. Staff make time available each day to share with parents relevant information about their children's daily routines and activities. Policies and procedures are made available to all parents and additional written information is provided daily. However, the operational procedures for the safe transportation of children to and from nursery school is not included in the outings policy which potentially compromises safety.

Leadership and management for nursery education is satisfactory. The staff team generally work well together, being aware of their roles and responsibilities. The management team has identified areas for improvement such as how staff support the management of children's behaviour and they plan to develop this through staff training. Regular discussions and staff meetings assist with monitoring and evaluating the quality of care and education. Policies and procedures have recently been reviewed and information is shared with staff and parents. This assists in the management of the provision. The management team and staff have worked with the local authority early years team who continue to provide support, training and guidance.

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

Improvements since the last inspection

Care

At the last inspection the provider was asked to: ensure staff ratios are maintained, improve staff deployment, make sure the daily registration system is accurate, ensure that accident records include all relevant details and emergency medical consent from parents is in place, review and improve behaviour management, provide suitable bedding for each child, ensure staff are aware of children's individual dietary requirements and make sure food is served at an appropriate temperature, provide staff with further training opportunities and ensure all staff are aware of their roles and responsibilities regarding child protection.

Since the last inspection the provider has reviewed and improved systems so that staff ratios are met consistently and staff deployment is effective. This is demonstrated through the appointment of additional staff and an improved registration system that shows clearly the movement of staff between rooms. Accident records are now fully completed and emergency medical consent from parents is in place. Behaviour management has been reviewed, updated and all staff have attended behaviour management training. Children who rest or sleep are provided with individually named bags to keep their personal bed linen, which is laundered appropriately each week. Information on children's individual dietary needs is shared between staff through verbal communication and written notices kept in the kitchen. Children's meals are probed before being served. Staff have revisited child protection procedures through internal training so that they are aware of their roles and responsibilities in protecting children in their care.

Nursery Education

At the last inspection of nursery education the provider was asked to: enable children to access a range of resources and activities to cover all areas of the curriculum, develop staff's knowledge and understanding of the Foundation Stage Curriculum, review and improve planning, observation and assessments.

The provider and staff worked with the support of the local authority early years mentor to develop and improve the programme for nursery education. The playroom has been divided

into areas of learning and staff have received support from the early years on planning and assessments to improve the outcomes for children. Documentation show observation record sheets identify children's play, linked to the six areas of learning.

Complaints since the last inspection

Since the last inspection 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.

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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 effective systems are followed by those responsible for food preparation
- ensure prior consent from parents is obtained for all children
- ensure the equipment used by children to rest or sleep is suitable for their purpose and follow manufacturer's guidance
- review the operational procedures for the safe transportation of children to and from nursery school.

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):

- ensure staff challenge children sufficiently by extending the opportunities to practice their early writing skills
- extend the opportunities that arise during day-to-day activities, to extend children's mathematical vocabulary and skills to calculate and solve simple number problems during practical activities
- further develop the use of effective assessments to demonstrate progress for individual children ensuring that they clearly reflect children's differing abilities and inform the next steps in 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