

# Tic Tots Day Nursery

Inspection report for early years provision

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**Unique reference number** EY367690  
**Inspection date** 26/11/2008  
**Inspector** Denise Sixsmith

**Setting address** Total Fitness, West Strand, PRESTON, PR1 8UY

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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Tic Tots Day Nursery registered in 2008 and operates from a self-contained nursery unit in the Total Fitness centre, Preston. The nursery has three playrooms and uses the centre's physical room. Children have access to an enclosed outdoor area. A maximum of 61 children may attend at any one time. The service is open each weekday, 51 weeks a year, from 08.00 until 18.00. The group supports a number of children with disabilities. There are currently 117 children attending who are within the Early Years Foundation Stage.

The registered provider employs 21 staff, of whom 19 hold an appropriate early years qualification and one is working towards a qualification. The setting receives support from the local authority.

The provision is registered on the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register.

## Overall effectiveness of the early years provision

The nursery provides a welcoming and homely environment where staff use their knowledge of children's individual needs effectively to promote all aspects of their learning and welfare. Children are kept safe and develop good relationships with the staff. A wide range of activities help children to make good progress in relation to their age and ability. The management team has a clear understanding of the nursery's strengths and has identified areas for improvement. The majority of the risk assessments and hygiene procedures are effective. The partnership with parents and carers is good and contributes very well to ensuring all children's needs are met.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop the planning to reflect children's interests and the next steps in their learning
- develop the risk assessments to include all individual outings including the route to the swimming area of the centre and the ready access of both entrance doors to the nursery
- review the practice of drying laundry in the kitchen to ensure that the nursery complies with food hygiene legislation.

## The leadership and management of the early years provision

The nursery is well organised and managed. The friendly staff team work very well together and have a good understanding of their role and responsibilities. They carry out their duties diligently which means children receive good care and

attention. All of the required policies and procedures are in place for the efficient management of the nursery, and effective safeguarding procedures ensure that children are well protected with the staff team recently receiving training to enhance their knowledge. Thorough recruitment and vetting procedures mean children are cared for by suitable people, with effective induction and appraisal procedures in place to monitor their continuing suitability. Staff follow clear procedures to promote children's good health and well-being. For example, accident and medication records are in place and shared with parents as required. Management ensures that all staff maintain a first aid certificate. Key workers undertake personal care for their named children to ensure continuity of care for the very young. Staff are vigilant in ensuring surfaces are cleaned and nappy-changing practice ensures that risk of cross-contamination is reduced; however, the kitchen is used for the drying of laundry. Clear risk assessments are undertaken on the nursery premises and for organised trips; however, assessments for some of the other types of outings are not in place and at the time of the inspection one of the entrance doors was obstructed with stored items. Staff ensure there are good systems in place to ensure the premises remain secure at all times. These are understood and followed vigilantly at all times by the staff.

All children are welcome and valued by staff who ensure that good systems are in place to gather required information about their individual care needs, routines and interests. For example, children's routines for sleeping, feeding and nappy-changing are readily available in the baby and toddler rooms and the 'buddy' system between staff throughout the nursery ensures the key worker system works effectively. Children with learning difficulties or disabilities or whose first language is not English are very welcome to attend and effective systems are in place to ensure they are well supported. The quality of the provision is monitored appropriately, with all staff having involvement in the development of the nursery. For example, they are all keen to attend training to further their professional development and improve their practice.

Staff are keen to establishing and maintaining good relationships with the parents and carers to ensure children's needs are met effectively and that they are fully involved in their child's learning. Parents spoken to clearly appreciate the close contact they have with the nursery through their child's key worker. They recognise the hard work that has taken place to develop the nursery since registration and value the fact that their children are happy and confident to attend. Home link books developed when children start keep parents well informed about the children's care and the activities they have enjoyed and parents use these to make their own comments and pass on information. Clear start up information, regular newsletters, photographic displays and the daily liaison with staff also contribute to the positive relationships.

## **The quality and standards of the early years provision**

The nursery provides a very welcoming, colourful and stimulating environment where children have access to a range of interesting resources to support their learning and development. All children are relaxed, confident, behave well and enjoy their learning. Babies thoroughly enjoy exploring the variety of treasure

baskets with their textured, natural and shiny objects. They are developing independent and self-help skills well at mealtimes. Older children are learning to take turns and help others well during planned and everyday activities. They watch and learn from others during the organised physical play session where everyone is encouraged to be involved in moving across the floor in a variety of different ways to develop their gross motor skills. Children enjoy the swimming and dancing activities which enhances their physical development and self-confidence. They readily mark-make during their play and older children write their names on their artwork. Children use books carefully and enjoy taking on responsibility. For example, they readily help at 'tidy up time' and follow established routines, such as not running inside, which helps to develop their understanding of keeping safe.

All staff are skilled in observing children as they play and know what interests children. Staff each take responsibility for the maintenance and development of one of the areas of continuous provision in the pre-school room and work with each other to ensure that they meet each child's individual needs. Children's achievements are observed and noted by staff who share this to inform planning; however, this process is still in the process of being refined and developed. Children learn about the wider world through the sharing of festivals specifically celebrated by staff or children attending the nursery, for example, the recent celebration of Divali. Children are developing a positive attitude towards learning due to the staff's ready praise and support.

Procedures to prevent cross-infection are in place and children are well supported in learning how to manage their own health and hygiene. For example, the older children know they must wash their hands before eating and after toileting to prevent the spread of germs. Children enjoy being outside in the fresh air and confidently use a range of resources which help them to develop good control of their bodies. They enjoy the healthy nutritious meals, which are cooked on the premises, and the social experience of sitting and eating together at tables with linen table cloths. Children can readily access drinks, and the fruit bowl in the pre-school area encourages healthy eating.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since 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.