

# Tick Tock Nursery Playgroup

Inspection report for early years provision

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<b>Unique reference number</b>	507882
<b>Inspection date</b>	17/09/2008
<b>Inspector</b>	Helen Barter
<b>Setting address</b>	School Lane, Markham Road, Wroughton, Swindon, Wiltshire, SN4 9LE
<b>Telephone number</b>	01793 814191
<b>Email</b>	
<b>Type of setting</b>	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).

## **Description of the setting**

Tick Tock Nursery Playgroup opened in 1981. It operates from its own building within the infant school grounds in Wroughton, Wiltshire and serves the local area. There is a main playroom and two smaller rooms plus a cloakroom and kitchen area. A maximum of 28 children may attend the setting at any one time. The group is open from Monday to Friday during school term times. Sessions run from 09.00 until 12.00 and 12.45 until 15.15. Children may stay for lunch on Monday, Wednesday and Friday. Tuesday and Thursday afternoon sessions are for two-year-olds. There is a fully enclosed outdoor play area. There are currently 80 children aged from two to under five years on roll. The setting currently supports children with learning difficulties and/or disabilities. The nursery employs seven members of staff, four of whom hold appropriate early years qualifications. This provider is on the Early Years Register.

## **Overall effectiveness of the early years provision**

The overall effectiveness of Tick Tock Nursery Playgroup is good. Parents praise it, typically saying, 'It is part of the village community with real benefits to children and families'. Under the good leadership of the manager, staff are committed to providing children with a good standard of care and education in a safe, caring and inclusive environment. Partnerships with parents, carers and others are outstanding and make a significant contribution to children's progress. Staff evaluate children's achievements regularly and use this information and the views of parents to evaluate what works well and what could be improved. The setting has good capacity for continuous improvement.

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

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

- use observations and assessments to plan activities which offer challenge to the most able children
- record the unique reference numbers of CRB Disclosures and the date on which they were obtained, for all members of staff

## **The leadership and management of the early years provision**

The leadership and management of the setting are good. Resources and the environment are well organised and well maintained, helping children to make good progress, play safely and enjoy their time at Tick Tock. The manager and her deputy promote a happy working atmosphere. A strong sense of teamwork is evident as staff work to care for the needs of all children. The inclusive nature of the setting is outstanding. Staff pay high regard to the individual needs of those children with learning difficulties and/or disabilities or who come from different ethnic backgrounds. Staff have a good understanding of child protection

procedures and are highly committed to ensuring children's health, safety and well-being. Procedures for fire drills have improved. These are now carried out regularly and include the youngest children in the setting. Some missing information in staff records means that a specific legal requirement relating to safe recruitment is not fully met.

Although the setting is already organised effectively, it is keen to improve further and looks at how well it is doing regularly. The views of parents and carers are sought through formal discussions about children's progress, at open days and on a daily basis as parents bring their children to the nursery. In order to improve provision, training is held for all staff to gain a shared understanding of how to care for and educate the children well. Under the manager's leadership, staff are becoming increasingly familiar with the EYFS learning and development requirements. They are honing their skills in observing and assessing children's achievements and planning more effectively to meet their needs. Through its own evaluations, such as observations of target groups, the setting is already aware that some activities need to offer more challenge to the most able children. The setting highly values the partnership that it has with the infant school and uses these links effectively to develop and improve the transition of children into full-time school.

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

The warm relationships between children and adults are conducive to children's welfare, learning and development. Staff are sensitive to each child's individual needs. They make good use of what parents have told them to help children settle and to plan activities which follow their interests and give them opportunities to explore new ones. 'Wow!' cards are an effective method of sharing children's achievements with their parents and engaging families in their children's learning at home. Planning takes account of the different stages of development of children and systematically targets groups or individual children to make sure that every child is regularly observed and assessed. The use of 'Look, Listen and Note' sheets is helping staff to evaluate children's progress in more detail and plan more accurately to meet their needs.

Children make good progress because they have lots of opportunities to choose what they want to do and learn to sustain interest and enjoy what they are doing. Story time, for example, is a valued time to be together as a group as well as to foster children's literacy skills. At registration, children develop good listening skills and enjoy counting how many children are in the circle. Children learn to stay safe through their daily activities, for example, knowing they need to wash their hands after going to the toilet. They have an outstanding awareness of how to be healthy, relishing the fruit and milk on offer at snack time and choosing more often than not to play outside and be in the fresh air. They thoroughly enjoy running, jumping and playing energetically with wheeled toys in the attractive outdoor environment. Opportunities to paint rainbows, find toys in the sand, and chalk on a board develop children's ability to make more refined movements in preparation for early writing.

Children thrive at Tick Tock because of the close attention paid to their personal,

social and emotional welfare. This is done by making good use of parents' notes about their children's interests and worries. Children are sensitively encouraged to be kind to others, to sit when eating and to share and take turns. Children's questions and needs are taken seriously so they are helped to be open, enquiring and friendly. Children's good behaviour and relationships with others, increasing independence and confidence and the good progress they make while at Tick Tock means that they are well prepared for school and the world beyond.

## 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?	1
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?	1
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?	1
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 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 the last inspection

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.