

Tick Tock Pre-School

Inspection report for early years provision

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Inspector Caroline Preston

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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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Tick Tock Pre-School is one of two privately owned settings. It opened in 2008 and operates from two halls within the Laindon Community Centre in Basildon in Essex. The pre-school opens each weekday from 09.15 to 14.45 during term time only for children aged from two years to under five years. The pre-school is registered on the Early Years Register. A maximum of 41 children may attend the pre-school at any one time. There are currently 38 funded children on roll, some in part-time places. The pre-school supports a number of children with learning difficulties. The pre-school employs seven members of staff. Of these, four hold appropriate early years qualifications. The setting receives support from the local authority and the Pre-School Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are offered a safe and secure environment where they are happy and engaged and have their individual needs met. Partnership with parents is effective and relevant information is exchanged ensuring children are well cared for. The setting have begun to complete their written self-assessment which supports the well-being of the children and addresses any weaknesses within the service offered.

What steps need to be taken to improve provision further?

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

- improve the arrangements for observations and assessments so that these can be used to assist in planning enjoyable and challenging learning experiences that are tailored to meet children's individual needs.
- improve the range of resources and positive images of disability and provide support so children learn to respect and value differences, helping them to develop positive and caring attitudes towards others.

The leadership and management of the early years provision

Children's individual needs are met as all required documentation is in place to support their well-being. All staff have undergone suitability checks and have a sound understanding of safeguarding procedures, as well as ensuring the premises and resources are safe and secure for children. The management team have begun to complete a written self-assessment, therefore evaluating all areas of practice, which supports future improvement. Partnership with parents is effective and new strategies such as parent questionnaires are helping to support effective partnership and closer working with parents. Updated policies and procedures are now being completed which inform parents of how the pre-school operates and what procedures they follow. Parents are informed of topics through informative newsletters and speak to staff on a daily basis, parents are invited to parents

evenings to discuss their child's progress. Children learn about health and well-being through daily routines such as handwashing after using the toilet and before and after eating. Staff wear appropriate gloves, aprons and hats when preparing snacks and changing nappies, and the pre-school is maintained well. There is always a member of staff who is first aid trained on the premises and an accessible first aid box; all accidents and administration of medicines are recorded. Children are offered a healthy range of snacks including fruit and raisins and drinks; this supports their knowledge of healthy foods. The pre-school supports a number of children with additional needs, which promotes diversity, and they are working closely with parents and outside agencies to ensure children's individual needs are met. However, play resources activities and topics are too few to promote children's understanding of the wider world. Children learn about safety by learning about safety rules and behaviour rules; they walk in twos and hold hands when walking to the local play area.

The quality and standards of the early years provision

Children are offered satisfactory opportunities to learn and develop as staff support children during their play, however, staff do not use effective questioning and discussions with children to further promote learning. Observations and assessments do not identify children's next steps, therefore planning does not focus on children's individual learning as this has not been identified by staff. Children move around the large hall with ease, they enjoy handling books and listening to stories, they enjoy mark making and handling pencils. Children take part in role play activities with small world play figures. They enjoy painting grey elephants and listen to instructions from staff, and are able to concentrate for short periods of time. Children enjoy construction and sit on the carpet making their own designs. Children look forward to walking over to the community play area where they can climb, crawl, jump and move around freely. During registration time children learn about the letter O and count to 15, they discuss the day, date and season, therefore learning about time and sequencing. They are confident to speak in groups and show the toys they have brought in from home, explaining what they are to the rest of the group. They have built friendly happy relationships with each other and staff and the routine of the day runs smoothly and children behave well, helping to tidy away.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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