

Tic Toc Day Nursery

Inspection report for early years provision

Unique reference number EY395142
Inspection date 05/05/2010
Inspector Tracey Marie Boland

Setting address Henley Green Community Centre, Wyken Croft, Coventry,
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Type of setting Childcare on non-domestic premises

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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).

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.

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Description of the setting

Tic Toc 2 Day Nursery opened in 2009. The setting is privately owned and managed and is the second nursery run by the same provider. It operates from one large room within Henley Green Community Centre in a suburb of Coventry. The nursery serves a wide area and has links with the school. There is a fully enclosed play area available for outdoor play.

A maximum of 28 children may attend the setting at any one time. There are currently 44 children attending who are within the Early Years Foundation Stage. Of these, 31 children receive funding for early years provision. The setting also offers care to children aged over five years to eight years. This provision is registered by Ofsted on the compulsory and voluntary childcare register.

The setting currently supports children with learning difficulties and/or disabilities, and who speak English as an additional language. There is direct access into the setting and toilet facilities for people with disabilities are provided.

The group opens five days a week during school all year round. Sessions are from 8am until 5.30pm. Children are able to attend for a variety of sessions.

The setting employs four members of child care staff. Of these, three hold appropriate early years qualifications. The Director of the setting holds the Professional Status Qualification. There is one staff currently working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress as they actively participate in a wide variety of experiences that encourage and promote their all round learning and development. Their health and emotional well-being is nurtured and the environment is well resourced and conducive to learning. An enthusiastic, professional staff team work cohesively with parents to ensure that the service provided meets the varying needs of each child and therefore fully inclusive. Staff regularly evaluate the quality of experiences offered to children and ensure the policies and procedures reflect current legislation and practice. Systems for planning are in place although currently being reassessed. Plans for future development are ongoing and elements of the self-evaluation process are in their infancy.

What steps need to be taken to improve provision further?

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

- continue to encourage a culture of reflective practice, self-evaluation and

- informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- continue to develop planning

The effectiveness of leadership and management of the early years provision

Children enter a safe, secure, child-focused environment where safety has been addressed throughout and staff are vigilant with regard to the ongoing safety of the children. Staff have a good understanding of their responsibilities with regard to protecting children from abuse and neglect in line with Local Safeguarding Children Board (LSCB) procedures. Their knowledge is consistently kept up to date through ongoing training and development. Robust procedures and practices are in place for the safe recruitment and selection of staff and a thorough induction programme is in place and staff members' suitability is checked before they have unsupervised access to children. Security within the setting is good. Staff supervise the children directly at all times and access to the setting is only via a member of staff.

Staff within the setting are enthusiastic about their role and work cohesively to ensure that children consistently receive good quality childcare, taking account of children's individual needs. Training is seen as a priority and key areas of training such as first aid and fire safety are updated annually. Staff also seek the support and guidance from the local authority and Special Educational Needs Coordinator especially when looking at positive strategies relating to behaviour. Documentation is held securely and staff work within the boundaries of confidentiality. A wide range of detailed, concise and factual policies and procedures are in place that truly reflect the ethos of the setting. Regular staff meetings provide opportunities for staff to cascade any learning with their team members, share examples of good practice and discuss ways of enhancing the service provided. The setting has systems for self-evaluation although these are still being developed to include parents' views also.

Staff understand the importance of developing relationships with parents and children and a gradual settling in period is in place which enables relationships to be formed, children to settle quickly and feel safe and secure. Daily two way communication between staff and parents effectively supports children's learning and development and ensures that children's ever changing needs are known and consistently met. Parents receive clear information about the setting in many forms such as newsletters, information boards and parents evenings. Children's work is displayed throughout which enables parents to see the wide variety of activities their child has been involved in. Parents' comments during the inspection were extremely positive and full of praise.

Staff liaise with external agencies and support services to ensure that children get the care they need. Staff support children with special education needs and/or disabilities and work effectively with parents and key professionals to ensure that their child's ever changing needs are continually met. Through the wide variety of activities, children are encouraged to recognise their own unique qualities and the

characteristics they share with others and to recognise similarities and differences through play. The celebration of cultural festivals takes place and positive images are displayed throughout the setting. Resources reflect positive images and encourage children's understanding of diversity and the wider world.

The quality and standards of the early years provision and outcomes for children

Children enter a bright, welcoming and child-friendly environment where a wide variety of resources and activities encourage their natural curiosity as learners. Resources are stored to enable children to have free access and make informed choices as to their play.

They are happy, confident and very sociable, becoming actively involved in the activities provided. Their self-esteem and confidence is continually developed through the ongoing praise and encouragement they receive from staff who demonstrate a strong knowledge and understanding of the individual needs of the children they care for and how children learn and develop through play.

Children are observed regularly which enables staff to gain a clear insight into their overall development and that alongside the detailed information obtained from parents at the start of their child's placement ensures that staff effectively meet the next steps in each child's learning. Systems for planning are in place although these are currently being updated. Staff help to prepare children for future life by increasing their language and communication skills and their ability to use information technology and programmable toys. Children learn counting skills in various ways, books, songs and rhymes and through matching and comparing activities such as compare bears and lotto games.

Staff interaction with children is good and children respond well to requests made of them. Staff ask questions to encourage their thinking and thought processes and pictures displayed around the room of the children involved in activities encourages them to recall past events and express and their views. Children enjoy listening to stories and ask for their favourites such as 'Hairy McClary'. They join in with familiar phrases and listen intently. They access the book area and sit with friends to look at the books, chattering amongst themselves. Children develop their numeracy skills through the everyday routines and play opportunities such as using small shapes to count, add and subtract from larger groups and match colours and size.

Children's health and well-being is promoted effectively and children are confident in the thorough hygiene routines that are in place. Their independence is encouraged at all times and they understand the need to wash their hands after outdoor play, before their meals and after using the bathroom. Children enjoy healthy snacks and learn about the foods that are good for their bodies through discussion and activities. They are encouraged to self select their snack with support from staff where needed. Mealtimes are a social occasion and children interact well and chatter amongst themselves. Each child is valued and staff carefully consider the different needs of individual and groups of children, for

example, those children with special educational needs. Staff differentiate activities and adapt them to ensure all are actively involved.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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

Met