



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507882

DfES Number: 518149

INSPECTION DETAILS

Inspection Date 18/03/2004
Inspector Name Rachel Edwards

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tick Tock Nursery Playgroup
Setting Address School Lane
Markham Road, Wroughton
Swindon
Wiltshire
SN4 9LE

REGISTERED PROVIDER DETAILS

Name The Committee of Tick Tock Nursery Playgroup

ORGANISATION DETAILS

Name Tick Tock Nursery Playgroup
Address School Lane
Markham Road, Wroughton
Swindon
Wiltshire
SN4 9JT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Tick-Tock playgroup opened in 1981. It operates from its own building within the infant school grounds in Wroughton, Wiltshire. There is a main playroom and two smaller rooms plus cloakroom and kitchen area. There is a fully enclosed outdoor play area. The play group serves the local area.

There are currently 72 children from two to four years on roll. This includes 22 funded three-year-olds and 14 funded four-year-olds. Children attend for a variety of sessions. The group supports children with special needs. There are currently no children attending for whom English is an additional language.

The group is open from Monday to Friday during school term times. Sessions run from 09.00 - 12.00, and 12.45 - 15.15. Children may stay for lunch on Monday, Wednesday and Friday. Tuesday and Thursday afternoon sessions are for 2-3 year olds.

There is a full time supervisor and eight further members of staff, some of whom are part time, who work with the children. Four have early years qualifications. Three staff are currently on training programmes.

How good is the Day Care?

Tick Tock playgroup provides good care for children. The group is very well organised with clear policies and procedures in place. A high adult:child ratio is maintained and most staff are either qualified or on training programmes. There is a very effective induction for new staff. The play room is attractive and welcoming and imaginative use is made of indoor and outdoor space. There is a good range of resources which are easily accessible to the children. All the required records are accurately kept except for a minor omission in the attendance register.

The playgroup is very safe and secure. Staff and the committee carry out routine risk assessments and any concerns are promptly dealt with. Staff are familiar with health and safety requirements and implement them well. Children are provided with

healthy and nutritious snacks and are regularly offered drinks. Parents are not advised of how lunch boxes are kept or what is safe to store in them. Currently the key worker system is used to keep children's developmental records up to date. There is scope to develop this further so that key workers also have responsibility for individual children's general well being and sharing information about children with their parents.

The staff plan a wide range of exciting and interesting activities that help children progress in all areas. Staff have very good relationships with the children, who they know well. They are interested in what they do and say and skilled at asking questions that extend the children's learning. They have appropriate expectations for the behaviour of different aged children, who respond well to their clear guidance and praise. The children behave extremely well.

There is a good partnership with parents. They receive good quality information about all aspects of the play group. They are welcomed into the group and encouraged to help at sessions, with fund raising or on the committee.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The play group is very well organised. Staff are clear about their roles and responsibilities and are well deployed; excellent use is made of the available space, inside and out and the good range of resources are well used and readily accessible to the children.
- A high priority is given to creating a safe environment where children are well supervised at all times.
- Staff know children well and make sure their individual needs are met. They make sure all children are included in activities. They give good support to children with special needs and work closely with parents and others involved in their care to help the children make good progress.
- Staff have high but realistic expectations of children's behaviour. They consistently manage behaviour well, giving clear explanations and offering praise and encouragement. As a result children are polite, considerate and very well behaved.
- Parents and carers are kept well informed about all aspects of the play group. They are welcomed into the group and are encouraged to be involved with the management of the group and their child's learning.

What needs to be improved?

- the effectiveness of the key worker system
- the registration system, so that the times of children's attendance are

accurately recorded

- information given to parents about how lunch boxes are kept and what can be safely stored.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Further develop the role of the key workers, so that each child is allocated to a key person who is mainly responsible for their daily well being and exchanging information with the parent.
8	Inform parents, who provide packed lunches, of what can be stored safely.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Tick Tock play group provides high quality nursery education. The children are making very good progress in all areas of learning.

Teaching is very good. Staff use their good knowledge of the early learning goals to provide a huge range of interesting and stimulating activities. They work very effectively as a team and ensure that all children are well supported. They are warm, caring and enthusiastic with the children. They offer clear guidance and value and praise children's efforts so that children are confident and extremely well behaved. Good use is made of indoor and outdoor space and resources are well organised, allowing children room to freely play and work independently, with time to finish activities. However the organisation of some whole group times does not encourage less confident children or provide sufficient challenge to more able children. Opportunities are not always taken for children to learn through everyday practical routines, such as register or snack time. Staff regularly assess children's progress and they effectively use this to plan activities that will appropriately challenge all children.

Leadership and management are excellent. The supervisor clearly leads her staff so that sessions run smoothly. Staff are well informed and communication between themselves and the committee is very good. There is a very strong partnership with the local school. Training is given a high priority. The staff and the committee are involved in evaluating and monitoring all aspects of care and education. They make effective use of their strengths but are never complacent.

The partnership with parents and carers is very good. They receive good information about the educational provision and are encouraged to help at sessions which gives them a better understanding of how their children are learning. Parents are shown their child's assessment each term but collection arrangements make it difficult for them to informally share information with staff.

What is being done well?

- Staff plan an excellent range of interesting and worthwhile activities. These with the very good quality of teaching ensure that children make very good progress in all areas of learning.
- Children are gaining a good understanding of their own and the wider environment. A range of stimulating activities and resources encourages them to explore and investigate why things happen and how they work.
- The caring and enthusiastic staff create a relaxed and friendly environment, where parents and their children feel welcome. Children settle quickly to become happy, confident and well behaved members of the group.

- Staff know the children well. They regularly monitor children's progress. These assessment records are effectively used to plan activities that take account of individual children's interests and ability and the different ways in which children learn. As a result children are eager to learn.

What needs to be improved?

- the organisation of whole group times so that less confident children are encouraged to participate more fully and more able children can be sufficiently challenged.
- the use of practical, everyday routines to give children more opportunities to count and further develop their understanding of simple number operations and to recognise their written names

What has improved since the last inspection?

At the last inspection, the setting was asked to consider one point for improvement, which was to further develop the planning by identifying in the short term plans, what children are expected to learn.

Progress towards this has been generally good. Plans now link activities to the early learning goals and show what children are expected to learn from focussed, adult led activities, for the week as a whole but this is not detailed for individual activities. However staff meet before each session and discuss what they expect children to learn and how to adapt the activities for different abilities and this works well in taking children onto the next stage of learning. Plans do not show what children are expected to learn in other areas of play, such as the water or dough table. However, in discussion, staff are very clear about the intended learning for all activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and settled in the group. They show high levels of concentration and often persist for long periods to finish an activity. They play co-operatively, sharing, taking turns and eagerly helping to tidy up and sweep the floor. They are independent in their personal hygiene and in choosing activities and resources. They are very well behaved. They begin to learn about and respect their own and other cultures as they talk about birthdays, baptism and the Chinese new year.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently about their experiences and what they are doing within small groups. They enjoy books alone and at group time, handling them with care. They are making good progress in linking sounds to letters. Many children recognise their written name, although name cards could be used more effectively. They develop writing skills as they paint, chalk and draw letters in the sand. Older children enjoy writing or tracing words that they have chosen to label their drawings.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count well and use numbers within their play. They can sort by size, colour and shape and recognise when groups have more or less objects. They are starting to use the language of addition and subtraction as they combine or take away from groups of objects. They enthusiastically use tapes to measure themselves, the furniture and windows, comparing using words such as smaller, tallest and shorter. They recognise and describe the properties of shapes and use them in practical ways.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and their environment in many exciting ways. They shine torches into dark corners, laughing as they make shadows. They observe change as they cook and grow seeds. They are skilful as they design and build using a range of construction materials such as blankets for dens. They frequently talk about past and present events in their own and others lives including other cultures. They use technology well to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have daily use of large indoor equipment and regularly play outside. They move with confidence and safety, using a good range of equipment in many ways to develop skills such as pedalling, throwing, catching, climbing and balancing. Children learn about keeping healthy and notice how their bodies change after exercise, as they feel their hearts racing. They use a wide range of tools and materials with increasing control and safety such as cutting dough with scissors or whisking bubbles.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children have many chances to explore using their senses, for example, tasting food, smelling flowers, listening to sounds around them and mixing paint. They are given time and freedom to develop their ideas using a variety of media as they create pictures and build in two and three dimensions. They use their imagination well in role play using props to enhance their story telling. They join in songs, move to music and play instruments in rhythm, exploring the sounds they make.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but consideration should be given to improving the following:
- review the organisation of whole group times so that less confident children are encouraged to participate more fully and more able children can be sufficiently challenged.
- make more effective use of practical, everyday routines to give children more opportunities to count and further develop their understanding of simple number operations and to recognise their written names.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.