



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY280730

DfES Number: 510419

### INSPECTION DETAILS

Inspection Date 01/12/2004  
Inspector Name Patricia Lowe

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Tik-Tok Nursery  
Setting Address The Boulevard  
Old Fold Road  
Gateshead  
Tyne and Wear  
NE10 0DJ

### REGISTERED PROVIDER DETAILS

Name Hawks Road Community Nursery 02581092 1015045

### ORGANISATION DETAILS

Name Hawks Road Community Nursery  
Address The Boulevard  
Old Fold Road  
Gateshead  
Tyne and Wear  
NE10 0DJ

## 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

Tik Tok Nursery opened in 2004 and provides flexible care and education for pre-school children of parents in the local and wider community of Felling, Gateshead. It operates from eight playrooms with adjoining outdoor play areas, supporting facilities and a dining room, in purpose-built premises within an established, residential and commercial area.

The nursery operates for 51 weeks of the year, Monday to Friday. Sessions are from 07.30 until 18.00. A maximum of 130 children under eight years of age may attend at any one time. There are currently 82 children on roll, including 12 children who receive nursery education funding.

There are three part-time and twenty full-time staff who work with the children, in deputy manager, nursery assistant, nursery officer or team leader positions. The manager, administration and training co-ordinator, cook and cook's assistant are also on the premises. All staff are appropriately qualified with the exception of one person, who is currently working towards a recognised early years qualification. Some aspects of High/Scope teaching methods are promoted throughout the nursery and support is offered from an early years teaching advisor and from the local authority.

### How good is the Day Care?

Tik Tok Nursery provides good care for children.

The staff work very well together and a thorough induction programme, regular review and staff meetings ensure that all staff are very clear about their day-to-day roles and responsibilities and that they are confident about the procedures to be followed. They have regular opportunities to extend their skills and knowledge and to develop the services and provision of the setting.

Staff have very positive and caring relationships with the children they care for, managing children's behaviour appropriately and encouraging their progress,

confidence and independence throughout all activities. Staff give good attention to the safety, health and physical needs of children, including the sleeping and feeding routines of babies; however, older children's independent access to drinking water needs to be further encouraged. Staff follow procedures as outlined in comprehensive policies to ensure that risks to children's health and safety are minimised.

All children have access to a stimulating, interesting and broad range of activities, resources and equipment which enables them to make good progress in their play, learning and development. They have daily opportunities for taking part in challenging and enjoyable outdoor activities and a programme of outings and visits is included within the planned curriculum. However, there is limited provision that promotes positive images of disability for children aged under three years.

Partnership with parents is excellent and very positive. Staff encourage and welcome parents into the setting and keep them very well informed about the activities and progress of their children and about the day-to-day running of the setting. Documentation and records to support the service are well-organised, readily available to staff and parents and are maintained appropriately. Extending some information within the prospectus would further enhance this aspect of the service.

#### **What has improved since the last inspection?**

not applicable.

#### **What is being done well?**

- There is good organisation of space, staff and resources. Staff are very aware of the different and changing needs of children and review, change and adapt areas and resources to meet their play and physical needs within a warm, welcoming and child-orientated environment.
- Provision for all children is good. Staff give good attention to following babies' individual routines, and all children have free access to a wide range of good quality toys, resources and equipment. Staff plan and include a good balance of child and adult-led activities, covering all aspects of play, learning and development, that children are interested in and enjoy.
- The day-to-day management and running of the setting is effective. Documentation is well-organised and maintained, with policies and procedures implemented effectively by staff so that children are managed positively and are kept safe, secure and healthy.
- Commitment to developing the service is good. Staff are proactive in evaluating and adapting the provision to better meet the needs of all children. They take up opportunities to attend further training and to gain additional, relevant qualifications. The setting has completed a national, accredited quality assurance scheme.

#### **An aspect of outstanding practice:**

Partnership with parents is excellent as the staff have successfully informed parents about the setting and their children, encouraged them to take interest in all aspects of the provision and have actively involved them in the day-to-day running and the ongoing development of the nursery. Staff take time daily to welcome parents and to ensure that they and their children are happy within the nursery. There is an effective keyworker system in place, providing parents with a consistent contact to regularly exchange and update written and verbal information about their child, so that the individual needs of each child are catered for appropriately. Notice boards, displays and comprehensive information booklets keep parents well informed about the running of the setting. A 'Friends of TIK TOK' parents group has been established. Parents hold regular meetings, social events, produce newsletters and generally provide an on-site, regular and relevant opportunity for parents to make comments and suggestions on the running of the setting and to put forward ideas for future programmes that involve how their children make progress in their play, learning and development. (Standard 12)

#### **What needs to be improved?**

- the complaint and non-collection of children policies, within the prospectus pack
- the range of resources to promote positive images of disability for the under three-year-olds
- older children's independent access to drinking water.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **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**

<b>by the time of the next inspection</b>	
<b>Std</b>	<b>Recommendation</b>
8	Further promote children's regular, independent access to drinking water throughout sessions.
9	Extend the range of resources that promotes positive images of disability for the children aged under three years.
14	Extend the prospectus pack's complaint and uncollected child policies, to include the address and contact number of the regulatory body (Ofsted) and to state the possible involvement of other regulatory bodies after a specified delay in collecting a child.

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

### How effective is the nursery education?

Tik Tok Nursery provides a welcoming atmosphere where children settle quickly and make very good progress towards the early learning goals across all six areas of learning.

The quality of teaching is very good. Staff are enthusiastic, work well together, and provide an interesting and challenging curriculum that enables all children to learn successfully. Their sound understanding of the early learning goals is used to provide stimulating, enjoyable, child and adult-initiated activities. The nursery and use of local amenities provide a stimulating environment both inside and outside. Very good resources are used effectively to develop children's abilities and learning. Ongoing and detailed assessment ensures that each child's needs, interests and abilities are identified and that appropriate activities are planned and provided. Staff have high expectations of all children's behaviour and this has a positive impact on behaviour and relationships within the nursery. Interaction with children is very good, successfully fostering independence in play and learning. There are clear and appropriate procedures in place to provide effective care and support should children with special educational needs attend.

Leadership and management of the nursery is very productive. Staff are very aware of their roles and responsibilities and work well as a team to ensure the efficient day-to-day running of the nursery. There is strong commitment to monitoring, developing and improving practice and provision. Staff are encouraged and supported to undertake ongoing relevant training and to contribute to planning, staff meetings and reviews.

Partnership with parents is very positive. They receive comprehensive verbal and written information about the nursery's organisation and activities and are kept well informed of their child's achievements and progress. Staff actively encourage parents to be involved in the setting and to share what they know about their child.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, interested and involved in activities, and are becoming very independent in their play and learning. Their social skills are well developed, their general behaviour is very good and their relationships with staff and each other are very positive.
- Staff's positive interaction with children and their solid knowledge of the early learning goals leads to stimulating, well-planned activities which interest children and progress their learning.
- Children's use of language for imagination, thinking and communication is very good. Staff encourage and take an interest in what children say, and

children use language effectively to extend and enhance their play and learning and to confidently express their feelings and ideas.

- Children's use of mathematical concepts and language is well-developed and effectively reinforced across all activities and within their environment.
- Strong leadership ensures the effective monitoring and assessment of teaching and learning, so that staff development is well supported, improvements are identified and high standards maintained.
- Partnership with parents is excellent as the staff keep parents very well informed about the setting and their children's progress and activities, encourage them to take interest in all aspects of the provision and actively involve them in the day-to-day running and the ongoing development of the nursery. Staff take time daily to welcome parents and to ensure that they and their children are happy within the nursery.

#### **What needs to be improved?**

- There are no significant weaknesses to report, but consideration should be given to the following:
- opportunities for children to make marks for meaning across all activities within the setting.

#### **What has improved since the last inspection?**

The nursery has made very good improvement since the last inspection.

The mathematics curriculum has been reviewed and extended so that children have meaningful opportunities to use and improve on their counting and early calculation skills throughout all activities in the setting.

The planning and assessment system has been well developed to clearly and effectively follow the foundation stage curriculum.

More opportunities have been given for children to make marks for meaning; however, these are mainly within planned activities and set areas within the setting. Provision for mark-making for meaning across all activities and areas is therefore carried forward from this inspection as a point for consideration.

Staff positively encourage children to recognise numbers and letters throughout all activities and within their indoor and outdoor environments.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

They are confident and capable of expressing their needs and ideas. They have a good level of independence when choosing activities and resources and when attending to personal needs. Children's behaviour and relationships with staff and each other are very positive. During play and learning they are interested, involved and work well both in groups and independently.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Their use of language for communication and thinking is well developed by staff through songs, stories, questioning and conversation. Children use language effectively to extend and enhance their play and learning, for example in role play. Children enjoy stories and handle books correctly. They recognise their names and the shapes and sounds of some letters. Children engage in mark-making using a variety of tools and media; however, opportunities to make marks for meaning are limited.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most children confidently count beyond ten and some recognise some numerals. Children recognise many shapes and are developing an understanding of simple calculation. Staff organise good, small-group activities to introduce new concepts and to consolidate learning during other activities, for example, counting songs, jigsaws and construction. All children use mathematical language in their play, for example, position, size and amount during outdoor play, construction, sand and water play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning about the natural world and their environment, such as by looking at changes to weather and life-cycles and on walks and visits to local areas. They enjoy exploring and investigating and use a wide range of tools capably. Most children use the computer competently to follow simple programmes. Children talk about people and events in their own lives confidently and spontaneously, and they engage in activities that introduce them to the cultures and beliefs of other people.



**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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They move within all areas confidently and safely, and manoeuvre and control their bodies and resources successfully during outside play. Children are adept at manipulating a wide range of tools, materials and equipment. They have good opportunities to develop their climbing and balancing skills and enjoy taking part in music and movement sessions. Children are gaining body awareness, for example, keeping teeth clean and identifying that they are "hot and sticky" after physical exertion.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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They are confident and able to explore and express their ideas and feelings through a wide range of activities such as dressing-up, role play, painting, two and three dimensional model making, music and movement. They are learning about sounds and enjoy using a range of musical instruments during a regular, well organised group activity. Children recognise and use colour confidently in all activities and experience using different textures and materials such as wet sand, collage and playdough.

**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 key issues to address and the following is raised as a point for consideration:
- extend opportunities for children to make marks for meaning across all activities, to further encourage more able children to form familiar letters.

*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.*