

Tic Toc Neighbourhood Nursery

Inspection report for early years provision

Unique reference number	EY275881
Inspection date	14/02/2011
Inspector	Carol Johnson
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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*.

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Description of the setting

Tic Toc Neighbourhood Nursery is a privately owned setting which opened in 2004. It operates from a large converted house in the Henley Green area of Coventry, West Midlands. Some children are cared for on the first floor and there is no lift access. The nursery opens five days a week all year round except for public bank holidays and a week over the Christmas period. Children attend for a variety of sessions from 8.00am to 5.30pm. The nursery serves families and children in the local community and surrounding areas. All children have access to a safe and secure outdoor play area.

A maximum of 63 children may attend the nursery at any one time. There are currently 88 children on roll. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 21 members of childcare staff. Of these, 19 including the manager hold appropriate early years qualifications and two are working towards a qualification. The manager holds Early Years Professional Status. The nursery also includes two cooks, an administrative assistant and a cleaner. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress and all aspects of their welfare are promoted well. They are interested and motivated to learn and benefit from inclusive attitudes and the good variety of interesting and stimulating experiences that are available to them. Staff members have forged good relationships with parents and other professionals and this ensures there is a shared understanding and continuity about children's needs. Current systems used for observation, planning and assessment and self-evaluation are not fully effective but the nursery demonstrates a strong capacity for improvement.

What steps need to be taken to improve provision further?

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

- develop ways of involving parents in the observation, assessment and planning cycle
- improve children's learning and development records and ensure that parents have regular opportunities to add to these records
- extend systems for self-evaluation and reflective practice to further identify strengths and priorities for improvement that will continue to improve the

quality of provision for children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. Staff demonstrate a good knowledge of child protection procedures and are well aware of their individual and collective responsibilities in relation to safeguarding children. All staff have received some relevant training and safeguarding is routinely covered in staff meetings. Safety is afforded a high priority and a wide range of precautions are in place to help protect children. Risk assessment records include required detail and ensure that potential risks to children are suitably identified and appropriately minimised. A range of comprehensive policies and procedures are effectively implemented to ensure the smooth day-to-day running of the nursery. Written policies are made available to parents and a wealth of useful information is displayed around the premises. Robust recruitment and vetting procedures ensure that all adults looking after children, or having unsupervised access to them, are suitable to do so.

Children benefit from the warm and welcoming environment provided by the nursery. Displays of children's work and age-appropriate resources create a child-friendly environment. The management has a clear sense of purpose and through various methods of reviewing and reflecting on practice, engage staff in making changes that bring about positive improvements for children's welfare and learning. Recent improvements to the nursery premises have created additional space for both staff and children. The nursery has a large garden to the rear of the premises and this is in the process of being developed in order to create an enhanced outdoor play experience for children. Future plans include adding large planters for growing activities and providing a safe and interesting space for children to use wheeled toys. Regular staff meetings and frequent opportunities for staff development and training ensure that all keep up-to-date with changes and are continually improving their skills for the benefit of the children. The manager comes from a health visitor background and uses her knowledge and experience to support families and instil high standards of hygiene throughout the nursery. Positive steps have been taken in relation to a recommendation raised at the setting's last inspection. Management are aware that systems used for observation and assessments are still in need of further development. However, systems for self-evaluation are not fully developed and do not successfully take into account the views of others. Consequently, the ability of management to effectively identify the setting's strengths and priorities for improvement are somewhat impeded.

Inclusive practice is evident throughout the nursery and children are valued as individuals. Partnerships with parents and others are good and help to provide consistency of care and improved overall outcomes for children. Staff are well aware of the value of sharing important information to ensure that children's individual needs are known and met. Each child in the nursery is assigned a keyworker and this member of staff is responsible for maintaining their development records and liaising with their parents. The majority of information about children's welfare and progress is shared verbally but younger children take home daily diary sheets. Flexible settling-in procedures provide reassurance for

parents and allow new children and those moving from one room in the nursery, to another to settle at their own pace.

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

Children are having lots of fun. They are making good progress in relation to their starting points because they are happy and secure and staff plan a wide range of experiences based on their individual needs and interests. A wide variety of resources are stored in ways that children can easily access and this promotes their independence and freedom of choice. Staff skilfully help to prepare children for future life by increasing their language and communication skills and their ability to problem solve and use technology. Counting and calculating are threaded throughout everyday experiences, for example, as children consider how many chairs are needed around the table at lunchtime. Children join in with number rhymes and action songs and have plenty of opportunities to explore and investigate using all of their senses. For example, younger children explore 'Treasure Baskets' that contain a mix of natural and man-made materials and older children engage in an abundance of creative activities. Children are learning about themselves and the wider world in meaningful ways, for example, in everyday discussion and through exploring a range of religious and cultural festivals.

Generally, staff know individual children well and talk to older children about what they would like to do and whether they have enjoyed the experiences provided. They observe children on a regular basis and thoughtfully use what they see and know to help assess each child's progress and to plan for the next steps in their learning. Staff regularly talk to parents about how their children are getting on and ask them to share things they may notice at home. Each child has a learning and development record known as a 'Learning Journey' and these contain some examples of children's work, photographs and their observation and assessment records. Keyworkers maintain these and they help to build up a picture of each child's progress over time. However, these records are still being developed. Some staff are more confident than others with regards to how they record and present information and systems for successfully assessing children's progress across the six areas of learning are not yet fully effective. Also, strategies that encourage parents to contribute to their child's records and the planning, observation and assessment cycle have not been fully explored. Consequently, children's learning potential is somewhat reduced.

Children show a strong sense of security and belonging within the setting. They are at ease with staff and are familiar with routines and where resources and their belongings are kept. They display good behaviour and manners and staff provide them with good role models to follow. Children show by their actions that they understand some of the rules and procedures in place to help protect their safety. For example, they hold the banister as they walk sensibly down the stairs and they know that they must not run inside. Children show care and consideration for others and their good behaviour is readily acknowledged and praised by staff. Children's health is effectively promoted. Food provided is healthy and nutritious and drinking water is accessible at all times. The large outdoor area is a valuable

asset to the setting and is used in all weathers. There is plenty of space for children to explore, rest, run around and resources that include slides, climbing frames and wheeled toys help develop children's all-round physical skills.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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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