

# Tick Tock Day Nursery

Inspection report for early years provision

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**Unique reference number** EY268507  
**Inspection date** 26/05/2011  
**Inspector** Karen Cooper

**Setting address** 134 Halesowen Road, Old Hill, CRADLEY HEATH, West Midlands, B64 5LS  
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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

Tick Tock Day Nursery is a privately owned nursery and was registered in 2003. It operates from four rooms in a converted Social Club in Old Hill. The setting also offers an out-of-school and holiday club. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

A maximum of 56 children aged from birth to eight years may attend at any one time. There are currently 70 children on roll, of whom 53 are within the early years age range. The nursery opens 7.30am to 9pm Monday to Friday and Saturday and Sunday 9am to 1pm all year round. The out-of-school club opens 7.30am to 8.30am and 3.30pm to 6pm Monday to Friday and extended hours during the school holidays. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting also offers care to children aged over eight to 11 years. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The setting employs 14 members of childcare staff, of whom 11 hold an appropriate 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 satisfactory.

The nursery is committed to ensuring every child feels safe and secure which provides a firm basis for children to make satisfactory progress in their learning and development. Children's individual needs are appropriately met as staff are proactive in ensuring they obtain all the necessary information from parents. Strong relationships with parents and others support this effectively. Some of the paperwork and procedures are not sufficient to ensure the effective care and development of the children. The staff work closely together to ensure the ongoing improvement of the provision and are committed to continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop further methods of observation and assessment and link these to planning in order to ensure that children progress to the next steps of learning and development at a pace suitable to their individual needs
- ensure children are provided with suitable equipment for eating purposes; this particularly relates to snack time
- develop further the record of risk assessment to ensure that all hazards, both indoors and outdoors, are kept to a minimum

- develop the processes for evaluating the quality of the practice in order to identify strengths and prioritise areas for improvement.

## **The effectiveness of leadership and management of the early years provision**

Children are appropriately safeguarded from the risk of abuse or neglect because staff are clear about their role and responsibility. They have an appropriate understanding of the different types of abuse and of the procedure to follow should they have a concern about a child in their care. Children are cared for in a secure environment. Close circuit television and a coded lock system is installed throughout the building and a written risk assessment has been carried out on all parts of the property. However, an oversight by staff meant that anti-bacterial spray and one low-level unprotected electrical socket were within easy reach of children; as a consequence this compromised children's safety. Staffing arrangements are organised to meet the needs of the children and there are robust employment procedures in place to check staff suitability. Indoor and outdoor space is organised effectively, creating a welcoming, child-friendly environment which enables children to play, sleep and eat in comfort. However, during snack time appropriate equipment such as plates and dishes were not used to encourage children to develop a good understanding of table manners and hygiene practices.

Staff work well as a team and regularly attend training to ensure their skills and knowledge is up to date. Most staff hold an appropriate early years qualification and three members of staff are working towards a foundation degree in early years. They are committed to improvement and have addressed most of the recommendations made at the last inspection. Although, there is no system currently in place to help identify the setting's strengths and weaknesses. The staff have formed good links with other settings that the children attend and regularly meet with the early years advisor to keep up to date and improve their practice. There are effective systems in place to share information about children's learning and development when they attend other settings, to ensure continuity of care.

The staff have formed good relationships with parents and they place great value in ensuring that parents develop a strong sense of belonging to the setting. The staff regularly send out questionnaires to parents and act on any comments or suggestions if necessary. For example, some parents requested that the setting provides extra care at the weekends. The management considered this request, and are more than willing to help out. The staff exchange written and verbal information with parents on a daily basis. This includes communication books for babies and children's individual development folders to ensure they are fully aware of their child's daily routine, activities and development. Parents are provided with a welcome pack which contains a variety of the setting's policies when they start to attend and are encouraged to share details about their children's development and care routines to enable staff to meet the children's individual needs. The setting produces a regular newsletter that keeps parents well informed of activities and events, and displays of children work around the setting show parents how children enjoy their time there. Documentation is well organised and stored

appropriately to ensure confidentiality is maintained. Children are valued and staff foster positive links with the children's own culture, home life and language, involving parents and other professionals. The staff make the most of diversity to help children understand the society they live in. There is a variety of resources to support children in their development and visual aids, such as posters and pictures are used throughout the setting to ensure all children feel valued.

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

Children are happy and are provided with a range of age-appropriate activities to help them make satisfactory progress in their learning and development. The staff have attended Early Years Foundation Stage training and demonstrate that they know the children well. The staff ensure that there is a balance of adult-led and child-initiated activities. They plan a variety of focussed activities and carry out observations whilst the children play, recording what they see. However, this information is not sufficiently used to plan activities to help children to progress to their next steps in their learning and development. Children are confident with the staff and the key worker system promotes consistency of care and enables staff to build effective relationships with the children.

The staff talk to babies and young children sensitively to encourage their language development. Books are accessible in all playrooms and older children enjoy listening to familiar stories. Children see numbers displayed in their environment and enjoy using a large abacus to count the colourful beads. Children develop their manipulative skills as they learn to hold paint brushes, scissors and glue sticks when joining in craft activities. The staff raise children's awareness of how things work. For example, they explained to the children how rain is formed using cotton wool to represent the clouds. The staff soaked the cotton wool with water to show how it is absorbed and then when full, how it disperses the water just as clouds do with rain. Children are able to express themselves as they play with role play equipment and younger children love dressing up as police officers and princesses. Children are encouraged to be creative and experiment using different media such as play dough, sand, water, soil, ice and paint. Young children experiment as they brush water over paper to see what happens and have access to lots of programmable toys and resources to help increase their senses. Walks around the local area teach children about the community they live in. Cooking and gardening activities also provide opportunities for learning about the world around them. Children learn to play together and socialise and the staff talk to them about sharing resources. Children develop independence skills as they are able to make choices and explore their environment independently.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

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