

Tick Tock Pre-School

Inspection report for early years provision

Unique reference number EY380639
Inspection date 28/06/2011
Inspector Patricia Champion

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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

Tick Tock Pre-school is privately owned. It opened in 2008 and operates from two halls within a community centre in Laindon, Essex. A maximum of 56 children may attend the pre-school at any one time. The pre-school opens five days a week during school term times. Operating times are from 9.15am until 2.45pm.

There are currently 117 children aged from two to five years on roll. Children aged three and four-years-old receive funding for early education. Children attend for a variety of sessions or full day care. The pre-school serves the local community and surrounding areas. It supports a small number of children who have special educational needs and/or disabilities or who have English as an additional language. The pre-school is registered by Ofsted on the Early Years Register.

The pre-school employs 21 staff, of whom 10 including the manager hold appropriate early years qualifications. There are five 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 satisfactory.

The unique needs of children are met as staff have a suitable understanding of their individual requirements. Appropriate partnerships with parents and other early years professionals are established in order to ensure that relevant information is shared. Learning opportunities are generally well planned to ensure that children make steady progress. Most of the essential documentation relating to safety is well maintained. The pre-school is starting to monitor the service it provides, with a self-evaluation process and action plans to address any identified areas for improvement. However, the pre-school is not meeting all the welfare requirements as there are insufficient qualified members of staff working with the children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that at least half of the staff hold a full and relevant childcare qualification (Suitable people). 31/08/2011

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

- review records of risk assessments to ensure they are rigorously carried out and include anything with which children come into contact when on outings
- ensure that staff value linguistic diversity and provide opportunities for

- children to develop and use their home language in their play and learning
- use observations and assessments more systematically to identify learning priorities and plan more relevant and motivating experiences for each child
- develop the culture of reflective practice and self-evaluation to widen the scope for improvements.

The effectiveness of leadership and management of the early years provision

The staff and management team are vigilant about the security of the children and suitable arrangements are in place to prevent access to the halls by unauthorised adults. Children are protected from harm by an appropriate recruitment system, including checks through the Criminal Records Bureau. Children are never left alone with any staff member who has not completed their checks. Safeguarding procedures, including use of mobile phones, are regularly reviewed to meet the guidance of the local safeguarding children board. Staff have a clear understanding of their role in child protection and are familiar with the procedures to follow if they have concerns about a child. Systems are in place to record risk assessment, daily checks of the premises and any outings. However, children may not always be fully protected as this is not always rigorously undertaken and does not include all potential hazards that children may come into contact with regarding the different venues they visit.

Some improvements have been made since the last inspection. The daily routine has been reviewed in order to allow children more opportunities to make choices and take decisions. Additional resources have been provided to encourage children to develop a positive attitude towards each others' similarities and differences. Time has been allocated for staff to undertake observations during sessions, designated days are organised for professional development and there are action plans for staff to attend recognised qualification courses. Although, the staffing levels ensure that children are closely supervised in the pre-school, there are currently an insufficient number of qualified adults due to key staff leaving. This is a breach in the welfare requirements. The pre-school management has started using self-evaluation and reflective practice to improve outcomes for children. However, this is not fully embedded and does not yet cover all aspects of practice in order to widen the scope for improvements.

The staff team show an acceptable attitude towards promoting inclusive practice and working to ensure that all children make progress and are understood as individuals. Information about their unique needs and cultural heritage is obtained from parents from the outset. A member of staff is currently attending training to act as a special educational needs coordinator to ensure that planning is tailored to each child's abilities. However, the key persons have not yet developed systems to discover more information about the linguistic diversity of the families so that children can use and share their home language when they play.

The pre-school has an informative website with policies and procedures accessible online to parents so that most are notified about the provision. Notice boards contain adequate information about the staff, important events and essential

certificates. Parents have the opportunity to meet with key persons formally to discuss their children's progress. Home-link books have been introduced to encourage parents to share what they know about their children's development at home. Parents are invited to a graduation ceremony where the achievements of the older children are celebrated before they leave to start school. Questionnaires are offered so that parents can voice their opinions on the care and education provided and most parents spoken to during this inspection made positive comments. The staff have built helpful relationships with the majority of the nearby schools to ensure that there are smooth transitions when children enter into full-time education.

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

Adults are fully engaged in supporting children at all times. They are calm and caring role models and work closely with children, asking questions which encourage them to think and communicate clearly. Consequently, children are happy, acquire new knowledge and have fun taking part in the activities. They learn about simple rules relating to kindness and responsible behaviour and when staff need to gain their attention they listen carefully. Children confidently follow important social routines when taking turns on the computer or sharing equipment, such as colouring pencils or containers in the sand.

The play environment is organised to provide children with a reasonable range of learning opportunities which are set out for children to access independently. The daily routine provides children with a variety of opportunities, including time to talk with others, to play freely and to enjoy their mealtimes. The staff work hard to overcome the constraints regarding the premises. As the pre-school does not have a designated outdoor play area, the children are regularly taken on outings to the adjacent park for physical play and nature walks. Opportunities for children to develop their awareness of healthy lifestyles are provided at the rolling snack bar and when they use step stools to independently reach toilets and hand basins. Appropriate nappy changing facilities are provided and any toileting accidents can be dealt with sensitively and discreetly to preserve children's self-esteem. Children learn about their personal safety as they practise emergency evacuation procedures and wear high visibility jackets and hold onto a special rope when they go on outings.

Appropriate written planning is in place which ensures children make steady progress towards the early learning goals. Short term plans identify simple learning objectives which support staff in providing children with useful learning tasks. However, sometimes children are offered work sheets rather than more stimulating and motivating practical experiences where they can practise their developing problem solving and literacy skills. Information from the observations of what children can do is used to develop progress records. However, this information is not always recorded systematically in order to identify learning priorities and ensure that individual children make much more effective progress based on their starting points.

Children develop some problem solving skills as they complete puzzles and recreate patterns. They extend their understanding of technology by confidently using the computer and use scientific knowledge by demonstrating the properties of magnets. Children have daily access to stories and they are taken on trips to the library where they learn to enjoy books. Consequently, children are suitably developing the skills they need for future learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of the setting's engagement with parents and carers	3

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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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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