

Tic Tots Day Nursery and Creche

Inspection report for early years provision

Unique reference number EY425748
Inspection date 25/10/2011
Inspector Margaret Mellor

Setting address Sure Start Preston West, Ainsdale Drive, Ashton-on-Ribble,
PRESTON, PR2 1TU
Telephone number 01772 739412
Email tictots@fsmail.net
Type of setting Childcare - Non-Domestic

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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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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

Tic Tots Day Nursery and Creche is one of two nurseries run by Tic Tots partnership and was registered in 2011. It operates within the purpose built nursery unit in a children's centre in Ashton-on-Ribble, Preston, Lancashire. Children are cared for within the nursery unit on the ground floor of the property. There is an enclosed outdoor play area. The nursery also has access to the playroom and sensory room in the children's centre, as well as the school halls and outdoor play area. The nursery serves the local area and has strong links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round with the exception of a week at Christmas. Sessions are from 7.45am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 49 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to 11 years. The nursery provides funded early education for two, 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 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications. One member of staff also has an Early Years Foundation Stage degree. Additional staff are employed for cleaning and food preparation. The nursery receives support from the local authority and an early years teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A meaningful partnership with parents ensures that the needs of all children are routinely met through recognising the uniqueness of each child. Well-developed knowledge ensures that all children make good progress in their learning and development. The learning environment positively promotes diversity, good behaviour and independence. Good emphasis is given to promoting children's health and well-being, along with keeping them safe at all times. Partnerships in the wider context are used to promote good quality care and learning. The planning for improvement, including the processes of self-evaluation are good.

What steps need to be taken to improve provision further?

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

- develop the educational programme for children's problem solving, reasoning

and numeracy by providing opportunities and practical activities that enable them to improve their understanding of addition and subtraction.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because training ensures that all staff understand the supporting policies and procedures to follow to protect them from harm or neglect. Effective staff vetting procedures ensure adults suitability and staffing qualifications that exceed requirements also ensure that children are supervised well. Regular risk assessment helps staff to manage or eliminate risks effectively. There are also effective arrangements for safeguarding children when they are asleep or ill or have an accident. Children are also protected from cross-infection because the staff consistently follow good hygiene practices. Welfare of children is further enhanced because nutritious meals are freshly prepared by the cook and good opportunities for fresh air and exercise promote their good health. All the required documentation for the safe management of the provision is maintained.

All parents are provided with good quality information about the provision and are encouraged to share information about their child when they first attend. For example, staff language skills are used effectively to communicate and support Gujarati speaking families. Therefore, all children are included and make good progress in relation to their starting points. An effective partnership with parents, along with external agencies and services, also ensures that the individual needs of children are identified and planned for. On an ongoing basis parents are well-informed about their children's welfare and progress so children are able to continue their learning at home. The provision also helps children prepare for the transition to other providers through an effective partnership with the local school. For example, older children join the reception class for weekly story times. Parents say that they are very happy with the quality of provision and children's progress.

Children thrive because self-evaluation is effective and includes a formal self-evaluation document. Improvements have had a positive impact on the overall quality of the provision and the outcomes for children. For example, 'raising boys achievements' training has promoted inclusion. Plans for future development are well targeted, such as implementing revisions to the Early Years Foundation Stage. The views of parents and staff, along with reflective practice and staff regular attendance at training events is effectively supporting the self-evaluation process. Children enjoy a suitable learning environment because the staff make good use of the space and resources. The provision is also committed to providing good quality sustainable resources and children gain a suitable awareness of healthy lifestyles.

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

The staff actively support children in their learning and development and create a stimulating learning environment. Therefore, all children participate in purposeful play and exploration. Children enjoy an appropriate balance of opportunities to

play indoors and outside and a balance of adult-led and child-led activities. Planning covers all areas of learning and provides appropriate challenge for all children. The key person assesses each child's progress and uses observations to inform planning and identify their next steps in learning. Therefore, all children make good progress towards the early learning goals. Parents are also actively involved in their children's learning because they contribute to learning journals and support with skills in independence at home. Therefore, children's progression is effectively supported and this helps them to achieve their full potential.

All children thoroughly enjoy their play and good use of resources that are easily accessible helps them to become confident and active learners. As a result, children put a doll to bed in role play, explore musical instruments or sit sharing a book with staff. This challenges their imagination and creativity. Toddlers begin to problem solve as they fit different shapes into inset puzzles and children recognise red and green at the pelican crossing. This contributes to children's mathematical development, but practical activities that enable them to practise simple addition and subtraction is not consistently encouraged. For instance, working out how many chairs are needed for lunch. Babies enjoy to mark make in the sand using their fingers and children seeking out spiders or snakes in small world play, is supporting the letter of the week. Working in partnership with parents and a portage worker also ensures that early literacy skills are supported effectively. For example, individual children use a banana as a phone and moving on to talk about the train on the track is supporting their next steps. Developing skills in using the laptop promotes children's awareness of technology and also contributes to future skills.

All children enjoy a very warm relationship with staff and comforting systems, such as good key person supports promotes their emotional well-being. Staff are also very skilled at making sure all children are included, for instance, enhancing the construction area with builders hats stimulates their participation. Children develop behaviour appropriate to good learners because they respond to the expectations of staff and talk about the golden rules at circle times. As a result, toddlers are helped to take turns to blow bubbles and children play cooperatively with their friends. A stimulating display of family photographs and Autumn paintings also highly values children's contribution to the welcoming environment. This is reflected in their happiness and confidence. Children are also helped to understand and embrace differences. This is supported effectively through celebrating one another's cultures, dual language books and positive images displayed round the nursery. Enjoyable walks also helps children to learn about their local area and feeding the ducks supports their fascination in nature.

Welfare of children is promoted because the nursery is very well maintained with plenty of natural light and space for active or restful play. Babies feeding, nappy changing and sleeping routines meet their individual needs. This helps babies to have a good feeling of safety and children are also effectively supported in developing their awareness of safety issues. As a result, they hold adults hands and wait for the green man before crossing roads. Children's health is also protected because the staff have established good hand washing. Participation in growing their own vegetables and preparing fruit for snacks encourages children to make healthy choices about what they eat. Children are also effectively supported

to gain good skills in independence. As a result, toddlers hand plates to their friends at snack time and children serve their own lunch with confidence. In the outdoors, there is plenty of laughter as toddlers chase bubbles and children respond with gusto as they climb on the pirate ship or run up and down hills. This promotes children's physical skills and also helps them to learn how to lead a healthy lifestyle.

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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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