

Tik-Tok Nursery

Inspection report for early years provision

Unique reference number EY280730
Inspection date 17/07/2012
Inspector Lynne Pope

Setting address The Boulevard, Holmes Drive, GATESHEAD, Tyne and
Wear, NE10 0DJ
Telephone number 0191 4786684
Email beverleycook@tik-tok.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Tik-Tok Nursery is a privately owned registered charity run by a board of directors and was registered at these premises in 2004. It operates from purpose built premises in the Felling area of Gateshead. The nursery serves the local area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 130 children may attend the nursery at any one time. There are currently 150 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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 26 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and 24 at level 3 or above. Two staff have Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staffs thorough knowledge of each child's individual needs, ensures that all aspects of children's welfare and learning are promoted with great success. They enjoy an excellent range of activities and experiences which effectively meets their needs and helps them to make rapid progress in their learning and development. Children are cared for in a very safe and secure environment and all records are in place to meet requirements. The well-established partnership with parents and others ensures that staff communicate well, to put the children's needs first. The leadership and management have a strong capacity for sustained improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop assessment of children's progress against the areas of learning and development to help identify any gaps in children's learning.

The effectiveness of leadership and management of the early years provision

Priority is given to children's safety and welfare. Staff have a very good understanding of safeguarding procedures and capably describe procedures for working with relevant agencies to protect children from harm or neglect. Comprehensive risk assessments are carried out on a daily basis to ensure that all aspects of the nursery remain safe for children. There are robust recruitment and induction systems to ensure staffs ongoing suitability. For example, annual appraisal and staff supervision enables the manager and staff to identify their strengths and areas for further development. Recommendations raised at the last inspection have all been implemented very effectively. For example, planning, observation and assessment have been updated and reviewed to more effectively meet individual children's needs.

Inspirational organisation of the whole setting enables children to access stimulating and fun activities both indoors and outdoors. The indoor and outdoor environments are linked so that children can move freely between them. The outdoors is imaginatively resourced for activities, such as role play, creativity, physical development and gardening. Displays of children's work, photographs of activities and age-appropriate resources which are easily accessible create a child-friendly environment. Staff ensure that all children are integrated well into the setting taking into account their individual needs, such as special educational needs and/or disabilities. Excellent partnerships are developed with outside agencies that regularly come into the setting to support identified children. When children attend with English as an additional language, staff learn some key words in the child's first language and use physical gestures and signs to help them communicate effectively. Self-evaluation of all aspects of the provision forms the backbone of the nursery ensuring that the whole staff consistently move forward with improvements. Parents are involved through questionnaires and a group of parents called 'Friends of Tik-Tok Parent Group', meet regularly and are able to make recommendations about practice which the management team take on board. Staff continually enhance their skills as they attend relevant childcare training. For example, recent courses have consisted of equality and diversity, a problem solving approach to behaviour management and quality practice with two-year-olds.

The nursery staff recognise and values the role of parents, families, carers and others working with children. This results in an excellent partnership with parents. They work closely together to exchange information about their child through text messages, a daily diary and verbal feedback. Parents' evenings are held once a year where staff discuss their child's learning journal and the progress that their child is making. Sharing books are used by parents to write about their child's development and activities at home. This enables staff to incorporate the child's current interest into their planning. Sharing boards in the playrooms allow parents to share exciting events through photos and stories with everyone. Termly newsletters keep them informed about forthcoming events. Innovative methods are employed so that staff can keep in touch with other provisions that children attend as part of the Early Years Foundation Stage, such as an exchange of a diary

that details what the child has done while in each setting. This enables staff to plan for continuity of learning and development. Parents are enthusiastic about their child's care, learning and development at the nursery stating that they are kept fully informed of their child's activities and development and feel that they could raise any concerns with staff.

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

Children show high levels of independence, curiosity, imagination and concentration. The educational programme reflects rich, varied and imaginative experiences that meet the needs of all children. They are encouraged to participate in activities taking account of their diversity and they learn respect for others. The information gained from the regular observations that staff carry out for each child is used very effectively to guide planning. A record of each child's development is recorded in a learning journal which links into the applicable areas of learning and development. Staff complete a summary of each child's development each term, however, a tracker is not in place to show if there are any gaps in children's learning and development.

Children feel very safe and secure and sustain healthy emotional attachments to their key person and other staff. New children settle well and show that they have a strong exploratory impulse as they investigate the different resources. Older children enjoy being with and talking to adults and other children. For example, they approach visitors and have the confidence to ask for their help in putting on aprons. The use of visual aids stimulates their interest in play with sounds, songs and rhymes as staff ask what might be in the bag at circle time. When they pull out a frog they all sing a song that is connected, such as 'five little speckled frogs'. From a young age children make marks on paper. As they get older this leads to them forming the letters for their names which they take pride in as they write it on their artwork. Activities, such as weighing toys on a pair of scales help children to make comparisons between quantities. Younger children problem solve as they attempt sometimes successfully to fit jigsaw pieces onto inset boards. The extremely well-organised outdoor play areas enable children to show their curiosity and interest in the features of the environment. For example, resources are available for children to look for bugs in the long grass. There are digging areas with sand and soil and one particular activity that enabled children to examine the consistency of mud on a tray. Another day it was in a paddling pool and they were able to stand and sit in it wearing appropriate waterproof clothing. Children access a wide selection of resources that reflect diversity. Different festivals and celebrations are acknowledged which gives them the opportunity to ask questions and learn about the differences and similarities in the society in which we live.

Every child's welfare needs are given close attention. They learn about possible dangers and how to keep themselves safe through routines, such as fire evacuation procedures and guidance from staff. Staff have a calm, consistent attitude towards caring for the children. There is a calm atmosphere throughout the provision and staff use appropriate strategies to manage children's behaviour.

Healthy meals are freshly prepared by the cook and assistant at the provision. Close monitoring of the menu ensures that children thoroughly enjoy their meals. Children develop a very good understanding of how to keep themselves healthy. When being active the staff talk to them about how they are warming up and how this makes them feel warmer in the winter and how in the summer they may need a drink or some rest time to cool down. There are planting and growing areas in the gardens and children look enthusiastically to see if there are any ripe strawberries which they collect for snack time. Good steps are taken to prevent the spread of infection. Policies and guidance are shared with parents and all necessary records and consents are in place.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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