

Tick Tock Day Nursery

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

Inspection date	19/04/2013
Previous inspection date	26/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff provide a good programme of activities and experiences to help children make good progress from their starting points and to be ready for their next stage of learning, including school.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are integrated well, content and comfortable within this inclusive environment.
- Effective steps are taken to safeguard children and promote their welfare and safety and staff effectively teach children how to stay safe.
- The enthusiastic staff team are supported well by leaders to provide a welcoming, caring environment and educational programmes which have depth and breadth across all areas of learning.

It is not yet outstanding because

- There is scope to develop further the use of indoor space and resources, for children aged from 12 months to under three years, so that they can more freely use activities to increase challenge.
- Children's interests, in particular boys interests, in the construction and role play areas and in superheroes are not used often enough to provide a range of opportunities for them to make marks, draw and write.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and the outdoor play area.
- The inspector held a meeting with the manager and registered individual and conducted a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working in the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and feedback questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about 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, Cradley Heath, West Midlands. The setting also offers an out of school and holiday club. The setting serves the local and surrounding areas. There is an enclosed area available for outdoor play.

There are currently 81 children on roll, of whom 49 are in the early years age range and 32 are aged between five and eight years. The setting also offers care to children aged from eight to 11 years. It opens from 7.30am to 9pm Monday to Friday and Saturday and Sunday from 9am to 1pm all year round. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting is in receipt of funding for the provision of early years education for children aged two-, three- and four-years-old.

The setting employs 13 members of staff. Of these, one holds qualified teacher status, two hold a qualification at level 5 in early years, seven hold a qualification at level 3 in early years, two hold a qualification at level 2 in early years and one is unqualified. The setting receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance further choice for children aged from 12 months to under three-years-old, by more flexibly using space and resources so that children can freely use activities, such as, the arts and crafts, sand and water and further extend the role play areas to increase challenge

- provide a range of opportunities for children to make marks, draw and write, in particular the boys, through activities that interest them such as the construction and role play areas and their interest in superheroes.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are welcomed into a bright and welcoming environment. Staff know the children well and they are cared for in rooms according to their age and ability. Therefore, their

individual care and learning needs are met well. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language are integrated and supported well to make good progress from their starting points. Staff work well with other professionals and parents and carers to support children with identified needs and therefore, effective steps are taken to close identified achievement gaps. In addition, there is strong support for children who speak English as an additional language such as Bengali, Punjabi, Urdu, Hindi and Swahili, due to the bi-lingual staff.

Good quality planning and ongoing developmental assessments, which parents and carers contribute to, are used well to inform planning and provide for the children's interests. This is particularly evident in the pre-school room where children show very good levels of concentration and interest in what is creatively provided.

Children's personal, social and emotional development is fostered extremely well. All children are happy and feel safe due to the positive relationships fostered with staff. Pre-school children show high levels of independence, curiosity, imagination and concentration and are supported well to be ready for school.

Staff provide good opportunities to promote the children's physical development. Children greatly benefit from the challenging outdoor play equipment to increase and test their physical skills. Children under 18 months, in the baby room, benefit from using a good range of physical equipment indoors in a safe environment. For example, they have equipment to support them to sit and use items such as tunnels, pop-up tents and push-along toys to encourage them to stand and crawl.

Staff in the baby room are very attentive to the children's needs and younger babies, in particular, feel safe due to the close contact. Staff tune in sensitively and engage them well in playful interactions such as singing to them as they are rocked gently. Older children's communication and language is supported well because staff use positive teaching methods such as asking open-ended and challenging questions to make them think. Staff give children time to think and respond and value their contributions. For example, the topic on nature has clearly inspired the children's curiosity and they are keen to express their new learning through the lively sharing of information. All children show a fondness for singing, actions songs and musical instruments.

All children have good opportunities to make marks such as, using chalk, paint and crayons at easels and at the table. Circle time in the pre-school room is used well for children to recognise and link sounds and letters such as recognising their names and familiar words.

Children's mathematical learning is fostered well through the daily routine by providing opportunities for children to count, sort, match and problem solve. Children show a keen interest in exploring shapes in their environment and during their play. Staff place a clear emphasis on providing for the children's interests. For example, because the boys show a keen interest in construction toys and superhero play this is provided for well. For example, they problem solve, negotiate and persevere as they avidly build a large construction model. However, staff do not always use these interests to include

opportunities for boys to make marks, draw and write to encourage them to design what they want to make.

All children use a variety of arts and crafts materials and use their senses to explore resources, such as sand, water, cooked pasta and dough. The role play areas are enjoyed by the children. However, the role play area does not offer an extended range of resources and experiences, such as incorporating numbers, mark making and an extended range of everyday objects, to further increase challenge.

The contribution of the early years provision to the well-being of children

All children are content and comfortable in this inclusive environment due the strong key person system. Detailed information about each child's individual routines and needs are gathered from parents on registration. This means that staff can confidently help babies and young children settle in easily as their individual needs are well known. Staff tailor the care to meet the needs of their key children and babies are fed and sleep according to their individual needs and care plans. Children are well-behaved because staff consistently set clear boundaries and use positive strategies to manage the children's behaviour. For example, children remind each other about being kind and how they must walk indoors. Visits from the police and fire brigade and placing an emphasis on road safety and topics, such as 'People who help us' effectively reinforce the importance of keeping safe.

Overall, resources both indoors and outdoors are used well to achieve planned goals in learning. However, the use of indoor space and resources for children aged from 12 months to under three-years-old are not always used flexibly so that children can freely use activities, such as, the arts and crafts, sand and water to further enhance choice and enjoyment.

The outdoor area is well-used and provides good opportunities for children to be physical and to explore and investigate. For example, the large makeshift beach area provides good opportunities for children to sit and walk and indulge in the sand. The premises are kept clean and hygienic and good strategies are in place to prevent the spread of infection. For example, shoe covers are provided for all visitors to the setting, which must be worn at all times. Meals and snacks are freshly prepared daily and are varied, healthy and nutritious.

Staff work well as a team in sharing information about the children's care needs and education. Therefore, children are well-prepared for transition within the setting. Staff place a good emphasis on working with other settings that the children may attend or transfer to. For example, links with the main local feeder schools and for children who attend the out of school club continue to improve.

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

The committed leadership and management team consists of the manager and the registered person who is also the deputy at the setting. The clearly defined roles and

responsibilities for each of them and the room leaders, contribute to the smooth day to day running of the setting. Regular staff meetings, management and room leader meetings ensure the leaders have a good overview of the educational programmes and areas for further improvement. Managers communicate high expectations to the staff team and create a supportive environment for staff. For example, ongoing staff appraisals and internal training has resulted in improved outcomes for children in their care, well-being and education.

Significant progress has been made since that last inspection. The management and staff team have worked well to ensure all recommendation made at the last inspection have been addressed successfully. For example, observation and assessment arrangements are greatly improved. Consequently, the tracking of children's progress and the progress they make is good. Mealtimes are well-organised and all children are provided with appropriate and suitable equipment for their needs. Daily checks of the environment prior to use and written risk assessments help further secure the children's safety. There are well-focused improvement plans in place to further enhance practice and to develop the use of the premises. For example, the out of school provision is now located in an additional building, which offers children a well-organised space to move freely and enjoy their play.

Parents and carers are kept well-informed through daily feedback, regular newsletters and parents' meetings. Parents and carers spoken to on the day of the inspection speak positively about the staff and their caring approach and the progress their children make. Positive images of race, culture and disability add a welcoming feel to this inclusive environment. Collaborative working with other professionals and agencies involved with the children attending results in a good sharing of information and support for the children.

Staff are deployed well to secure the children's safety and vehicles used to transport the children are appropriately insured and first aid requirements met. There are effective recruitment, vetting and induction procedures in place to ensure adults caring for children are suitable to do so. Staff have a good understanding of child protection issues and the procedure to follow in the event of safeguarding concerns. Consequently, the children's welfare and safety secured.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY268507
Local authority	Sandwell
Inspection number	909849
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	81
Name of provider	Tick Tock Day Nursery Ltd
Date of previous inspection	26/05/2011
Telephone number	01384 567666

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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