

Tic Toc Neighbourhood Nursery

274 Henley Road, COVENTRY, West Midlands, CV2 1AX

Inspection date	02/09/2013
Previous inspection date	14/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are keen to learn and make good progress. Staff have a secure understanding of how to engage and capture children's interest. They recognise that children learn through play and provide a warm and welcoming environment where resources are easily accessible.
- Parents are encouraged to share what they know about their child and become fully involved with their children's learning. Their views are valued and discussions with their child's key person keeps them up-to-date with their child's progress.
- Children have positive transitions between settings and onwards to starting school because partnership working with other early years providers is strong.
- Effective leadership means that staff are clear about their roles and responsibilities. They receive good support to guide their professional development, helping to improve their knowledge, understanding and every day practice.

It is not yet outstanding because

- Displays around the nursery tend to be adult directed, which means that children's very good artwork is not always truly valued by others.
- Everyday routines and spontaneous situations are not consistently used for children to practise counting and to recognise numbers. Therefore, there are some missed opportunities for children to fully extend their rapidly developing mathematical skills.

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.

Inspection activities

- The inspector held a meeting with the provider/ manager of the nursery and spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the nursery, the provider's self-evaluation and a range of other documentation.

Inspector

Hazel White

Full Report

Information about the setting

Tic Toc Neighbourhood Nursery is registered on the Early Years Register. It opened in 2004 and is a privately owned. It operates from a large converted house in the Henley Green area of Coventry, West Midlands. Some children are cared for on the first floor and there is no lift access. The nursery opens five days a week, all year round except for public bank holidays and a week over the Christmas period. The nursery serves families and children in the local community and surrounding areas. All children have access to a safe outdoor play area.

Children attend for a variety of sessions from 7.30am to 6pm. There are currently 134 children in the early years age group on roll. 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 28 members of childcare staff. Of these, three, including the manager hold Early Years Professional Status. Eighteen are qualified to level 3 and seven to level 2. One member of staff is currently training to level 3. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enhance children's self-esteem and ability to express their own ideas, for example by displaying their artwork in its true form so that it is fully appreciated by others
- extend children's mathematical skills by using more number language during every day routine and play, for example, counting more frequently and recognising numbers in their environment.

Inspection judgements

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

Staff have a secure knowledge and understanding of how to effectively promote children's learning and development. The child's key person finds out from parents what the child can do before they start at the nursery, and plans effectively for their individual learning needs. Ongoing assessment of children's progress is thorough. Staff observe children in their play and take photographs of them to illustrate the activities they enjoy. They are collated in a scrap book and shared with parents. In addition, parents contribute to their child's assessment to share what they have observed their child can do at home. This ensures teaching focuses on individual children's interests and the next steps in their learning. As a result, children are making good progress in their learning and development in readiness for school. Staff give good priority to the prime areas of learning with children under three. They complete a summary for two-year-old children and include parents in the discussion of children's strengths and any areas for concerns. This means staff can identify when early intervention may be needed to ensure that children receive the appropriate support to meet their learning needs.

The quality of teaching is good. Staff provide challenge for all children, while ensuring they are successful and this helps children to feel motivated. They talk to children, commenting on what they are doing and ask questions to encourage their critical thinking and exploration. They model clear language during their activities without discouraging children's efforts as they copy new words. This enables all children to use their growing skills and become confident communicators. For example, toddlers sit looking at books, turning pages, babbling to themselves as if they are 'reading a story'. Staff name objects in the book and repeat phrases back to children to help them consolidate their vocabulary, such as, 'that's right, it is a ball, a red ball'. Older children eagerly join in conversations, describing how cocoa powder smells when they add it to play dough. This leads to a discussion about chocolate, which further supports children's speech and language skills.

Children have good opportunities to make marks with pens, pencils and felt tips and more able children practise writing the letters of their names. In addition, children explore writing for a purpose in role play areas. For example, booking appointments in diaries. Children learn that print has meaning because displays and resources are clearly labelled. They begin to recognise their names as they register at the beginning of the session. These experiences successfully encourage children's early writing and literacy skills. Mathematical skills are supported, generally, well as staff plan adult-led activities, such as cooking activities and sorting shapes, for children to understand shape and measure. However, there are sometimes less activities in children's play to enhance the use of mathematical language or numbers. Staff do not always use every day routines and spontaneous situations to assist in developing these mathematical skills. For example, at snack times they do not help children to count how many more beakers they need, or count how many steps there are to climb to the top of the slide.

Babies receive constant reassurance throughout their daily routine. For example, staff sit on the floor, providing familiarity, a reassuring lap and plenty of cuddles for babies when needed. Babies are learning about the world around them because staff effectively support children's gradual independence in moving, exploring and communicating. Babies use their physical skills and developing coordination as they pull themselves up to standing on sturdy furniture. Staff offer words of encouragement and lots of praise as they practise their new skills. Children develop their skills when using technology through the use of

programmable toys. They show great interest in toys with buttons, flaps and simple mechanisms, which they competently operate. Consequently, children are gaining useful skills for the next steps in their learning.

Creative play is plentiful, jelly and corn flour play enables children to examine textures. They squeeze it through their fingers and describe what they see as 'slippy', 'sticky' and 'cold'. Children paint pictures and make models from dough. However, artwork displayed around the nursery is more adult directed. This means that children's artwork is not always valued as highly as possible because it is not displayed in its true form. For example, children's paintings are sometimes arranged to represent what the adult wants. Therefore, children cannot clearly identify their own artwork.

Children gain a good awareness of their local community. They perform plays for the elderly at the local community centre and enjoy choosing books from the mobile library. In addition, a range of resources are in place to help children gain awareness of the diverse society in which they live. Photographs of babies and young children are displayed throughout the nursery and babies have photo albums of the special people in their lives. Children with English as an additional language see key words displayed in their home language and multicultural images in books. As a result, all children are effectively learning about themselves and the wider world.

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

Children's emotional development is promoted well as they develop secure, trusting relationships with the staff team. Children are happy and confident in the caring environment. Babies' emotional development is consistently promoted as they develop secure, trusting relationships with their key person. For example, babies are cuddled closely when they are tired, and new children are reassured if they become unsettled. This ensures their emotional well-being needs are met. Relevant information is gathered from parents when children first start at the nursery. This is achieved through settling in visits, thorough discussions, and 'all about me' documents being completed. Consequently children's likes, needs and routines are well known, which results in a smooth transition between home and the nursery.

Staff are deployed well to ensure children receive a good level of attention and support. Effective arrangements are in place to support children as they move up through the nursery. For example, they visit their new rooms with their current key person, spending time getting to know their new surroundings. This helps to ensure that children feel safe and secure during this transition period.

Children learn about sharing and turn taking as staff skilfully intervene to help them solve their difficulties when it comes to sharing popular resources. Older children follow, 'the golden rules' and remind one another of using 'kind words' and 'listening ears'. They quickly learn about expected behaviour and are responsive to praise and encouragement. Children are becoming increasingly independent as they manage their personal care. For

example, putting their shoes on the correct feet before outdoor play and learning to fasten buckles and straps. The learning environment is well organised so that children can choose resources and move freely between activities while learning about safe behaviour. For example, they learn not to push toys through the fence because it could hit a child playing below.

The team worked exceptionally well to achieve a local authority award in recognition of their commitment to health promotion, enabling children to grow up making better and informed choices about their health. Children are well nourished because they are provided with a very good range of nutritious foods and a choice of fruits and vegetables. The provider enlisted the help of a dietician to discuss guidelines on portion sizes and to ensure children receive well-balanced meals. Staff are clear about children's allergies or food preferences, which ensure children's needs, are met and respected. Mealtimes are social occasions where children sit chatting to their friends. Older children choose when they have their snack and this allows them to continue their activities and enhances the flow of the session. All children learn sensible hygiene routines because staff act as good role models.

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

The designated person for safeguarding is very clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. All staff have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge and skills. Parents receive a copy of the safeguarding policy so that they are fully aware of staff's responsibilities in protecting children from harm. Staff ensure that children are never left unsupervised with a person who has not been vetted. Procedures for recruitment, selection and induction are clear and vetting procedures for staff are robust to ensure that all staff are suitable to work with children. Risk assessments are carried out on a regular basis and practitioners are well deployed to ensure that children are kept safe.

The management team effectively monitor and assess the planning and delivery of the educational programmes. They enlist the support of the early years advisor and use quality audits to support and adapt practice. For example, it was apparent that the outdoor area needed climbing equipment to challenge more able children. This resulted in a re-vamp of the garden, which now enables children to extend their physical development. The management team has high expectations for the nursery, which is evident in their evaluation and action plans. They include opinions from parents and staff to reflect on what they do well and how they can improve. For example, methods of informing parents of their children's progress were reviewed following a parent survey. Alongside learning journals, parents now receive a 'scrap book' containing examples of their child's artwork and photographs of them taking part in activities. The parent notice board displays a wealth of information regarding the activities children take part in and how parents can support their child at home. This helps to ensure continuity of care and

learning. Parents speak highly of the nursery and staff, explaining they feel well informed and their children are happy and making good progress in their learning.

Performance management systems are effective, with staff and management identifying and attending suitable training. Staff cascade information from training and events to extend team knowledge and skills. In addition, professional development is supported well through regular supervisions and appraisals. The staff team are qualified or working towards qualifications, in order to further enhance the service they provide. Staff work closely with the local authority to ensure that children with special educational needs and/or disabilities receive the support that they need to make good progress in their learning. They share information effectively with other professionals providing care for the children, and valuable transition documents are given to parents and other providers. This shows that staff understand how important it is to communicate with others so that children receive consistent experiences and make the best possible progress for when they move onto school.

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	EY275881
Local authority	Coventry
Inspection number	931844
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	63
Number of children on roll	134
Name of provider	Tic Toc Neighbourhood Nursery Ltd
Date of previous inspection	14/02/2011
Telephone number	024 76 709277

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Type of provision

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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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Store St
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