

Tick Tock Daycare Limited

Tockwith C of E Primary School, Southfield Lane, Tockwith, YORK, YO26 7RP

Inspection date

20/09/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| 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 settle very well in this welcoming setting because staff as their key persons value each one as an individual. They give high regard to making children's transition into their care a calm and pleasant experience, which means children feel safe and secure.
- Children are provided with a good range of activities and resources that capture their interest fully and enable them to become independent learners who make good progress in their development.
- Children are provided with secure boundaries and routines, which means they know what is expected of them. Consequently, they behave well and know how to keep themselves and others safe.
- Staff give high priority to ensuring children have a safe and secure environment in which to play and learn. This means they are well protected and kept free from harm.

It is not yet outstanding because

- Staff sometimes use questions that are a little too complex when talking to children, which means they cannot always process their answers.
- The rich opportunities for children to see print, and learn about and use words and numbers, are not fully extended to the outdoor play area.

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 had a tour of the premises and observed children playing in the playroom and outdoor area.
- The inspector met with the owner/manager and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at children's learning records, planning documents and a selection of policies.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector undertook a joint observation with the owner/manager of an activity involving children making marks in the outdoor area.

Inspector

Diane Turner

Full Report

Information about the setting

Tick Tock Daycare Limited was originally registered in 2004 and re-registered in 2013 due to a change in its company status. It is owned by a private provider and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Tockwith C of E Primary School in the village of Tockwith, North Yorkshire. Children are cared for in one main playroom, with access to enclosed outdoor play areas. The setting also has shared use of a quiet area with foundation stage children in the school. It serves the local area and is accessible to all children.

The setting employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one has Early Years Professional Status and one has Qualified Teacher Status. The setting opens Monday to Friday for most of the year. Pre-school sessions are from 9am to 3pm during term time only, and before and after school care is offered from 8am until 9am and from 3pm to 6pm. Holiday care is offered from 9am until 3.30pm during the Easter and summer school holidays. Children attend for a variety of sessions and there are currently 101 children on roll, 42 of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds. It is a member of the Pre-school Learning Alliance and 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:

- promote a consistent approach to using sentences that children can fully understand, so they can process their answers successfully
- increase the opportunities for children to see and use print and numbers in the outdoor environment, for example, by displaying names and signs.

Inspection judgements

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

Staff have a good understanding of how children learn and develop, and provide a good range of activities that capture their interest and cover all areas of learning. At the beginning of each day, they explain to children what is on offer and make the activities sound exciting. This means children are inspired to take part and become deeply involved in their learning. Consequently, they make good progress towards the early learning goals

and are well prepared for school when the time comes. Staff give children good opportunities to play uninterrupted and take ownership of their learning. This means they become independent and critical thinkers. For instance, one child becomes fully immersed as she creates a picture using various materials. She confidently decides which items to use from those available on a shelf, and independently uses her counting skills as she chooses to use three buttons. The child shows good control of her small muscles as she spreads glue and sticks the buttons and other items onto her paper. When the child picks up the paper and some items fall off she is not at all perturbed and responds with 'I need more glue'. This shows the child is very capable of working out problems for herself and does not settle on her first idea.

Staff make good use of stories, songs and rhymes to support children in developing their language and listening skills. For example, they read with expression and make stories come to life by asking children to stretch up like a tall tree, to represent the one in a story. This means children's interest is captured fully and they are not easily distracted. As children sing rhymes, staff make very effective use of props, such as puppets. This provides children with a focus and encourages them to make connections between words and objects. Staff also teach children how to use simple signs as they sing as another means of communication. As a result, when children sing a song about a farm they confidently make the signs for different animals. Staff support children well in learning letter names and sounds, which lays the foundations for decoding words. For example, as children make marks with chalk outdoors, a member of staff extends their learning further by showing them how to draw a letter 'S' and 'M' and discussing words that begin with these letters. Staff delight in engaging with children as they play and scaffold their learning effectively. For instance, one member of staff encourages a group of children to find the edge pieces of a jigsaw, to help them complete this. She shows them how the straight edges go around the outside of the puzzle, which effectively helps children to develop their problem-solving skills. Staff constantly use conversation to help children develop their vocabulary, and they use open-ended questions to make them think. However, some staff occasionally use more than one question in a sentence when doing so. This means children sometimes cannot process all that is being asked and are not always able to confidently respond with an answer.

Staff provide a bright and stimulating environment indoors that is rich with displays of children's work to show their efforts are valued and appreciated. Alongside this a good amount of words are displayed, to show children how these are used in context. For instance, children use their name cards and photographs to self-register and display above their chosen coat peg. Numbers and symbols are also displayed indoors in all areas to show how many can play there at any one time. Children use this information successfully. For example, one child checks how many are in the construction area before entering as he knows only two can use this space at any one time. However, these rich opportunities to observe and use numbers and words are not fully extended to the outdoor area, which means children are not fully supported in understanding how they can be used in context in different environments. Staff carefully observe and assess children's learning. They keep clear records of their progress and fully involve parents in their children's learning and development. For example, parents are regularly invited to review their child's development record, so they know how they are progressing. They are invited to stay and play sessions so they can observe how children learn from particular activities. A 'letters

and sounds pack' is provided for parents of older children, so they can support their child's learning in this area at home.

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

Children's transitions into the setting are managed very well, which means they soon settle and develop strong bonds with the staff who care for them. This means they are emotionally secure, feel safe and have a strong base for their learning and development. For example, parents are asked to provide staff with as much information as possible about their child as an individual. This means their key persons are able to start the bonding process straight away because they know, for example, what children's interests are, and can provide activities linked to these to help them settle. All children and parents are warmly welcomed on arrival, and if children do become a little upset during the early days of attending, their key person responds with reassuring words and cuddles. Parents can telephone at any time during the session if they are at all anxious about how their child has settled. Staff give high priority to making the setting part of the community, which gives children a sense of belonging and identity. For example, they have good links with the local toddler group, and along with staff there and at the school, they help organise events for the whole village, such as an Easter egg hunt. Staff also enable children to make use of local amenities, such as taking them to the village shop to buy oats to make porridge for their morning snack.

Children's behaviour in the setting and their understanding of personal safety are very good because staff give clear messages about what is and is not acceptable. For example, at the beginning of each session staff sensitively reiterate how many children can safely access the different areas at any one time. They remind children why it is important not to throw sand as this could go in someone's eyes. This encourages positive relationships and supports children to understand consistent boundaries within the setting. As a result, children develop a strong sense of what is right and wrong. For example, when a very young child puts sand on a table where other children are using modelling material, an older one reports this to a member of staff. The member of staff thanks the child for telling her and then sensitively explains that the younger child is new and may not understand that this is not such a good idea. This shows that children are very confident in approaching staff and that they are listened to and helped to understand the actions of others.

Staff pay good attention to promoting children's good health. For example, at the start of each session they remind children about the importance of washing their hands after going to the toilet and before meals, to prevent them getting a 'poorly tummy'. Children have free-flow access to the immediate outdoor areas and can use the school playground at various times throughout the day. This means they benefit fully from lots of fresh air and develop good control in their coordination as they practise movements and master the use of play equipment. For example, several children become fully immersed in transporting pebbles from one area to another. Other children develop their balancing skills as they walk along benches, pedal wheeled toys and jump in and out of circles staff have drawn for them on the ground.

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

The setting is led and managed well, and good attention is given to safeguarding children. The recruitment and vetting of any new staff is thorough, which means informed decisions are made about their suitability to work with children. When they are appointed, staff undergo a thorough induction, which means they fully understand how the service operates and their role within this. Their ongoing performance is monitored very effectively. For example, each member of staff has an annual appraisal when they are encouraged to reflect on their performance and identify three key objectives for their professional development. A plan is then put in place to support them in achieving these, including accessing further training. All staff undertake training in child protection. As a result, they are confident in recognising the possible indicators of abuse or neglect and know what to do should they have any concerns about a child's welfare. Those who are still awaiting suitability checks fully understand that they cannot have unsupervised access to children. Daily safety checks are carried out on all areas of the premises, and the identity of any visitors is meticulously checked, which means there is no unauthorised access to the building or children. Consequently, children are kept safe at all times.

Staff work very well in partnership with parents. They keep them well informed about all aspects of the service and invite them to play an active part in the life of the setting. For example, parents willingly bake cakes for, and attend, a coffee morning to help the setting raise funds for charity. Daily chats provide parents with good information about their child's day, and a communication book is provided for parents if their children are regularly collected by other carers. They are also given an out of hours email address, should they wish to contact the owner/manager in this way. Parents are keen to express their satisfaction of the service. For example, they describe staff as 'fantastic' and that the links they have with the local toddler group make children's transition into the setting seamless. The setting has excellent links with the school where it is sited, which children move on to. For example, outdoor areas and some resources are shared, and older children at the setting have opportunities to learn French with the foundation stage children in the school. This enables children to have regular contact with the teachers into whose care they will eventually move, all of which makes children's transition to the next stage in their learning a pleasant experience.

The owner/manager is committed to providing a high quality service and making continuous improvements. Staff, children and parents are fully involved in the process. For example, regular team meetings enable staff to share their thoughts and ideas and to play a full part in decision making. Parents' views are sought through questionnaires, and any suggestions for improvement are acted on wherever possible. For example, a breakfast club is now provided and the hours of opening extended to meet their changing care needs. The quality of the teaching and learning and the progress of individual children are monitored successfully. This is achieved through reviews of children's developmental records, including the progress check at age two, 'on track' data and staff's observations of how children use the areas and resources. For example, staff observed that some girls did not readily access the outdoor area. On discussing this with the children, they discovered that the girls felt the area was 'dirty' and they did not like this. As a result, staff

boxed in areas for digging, so soil was not transferred to other areas of play. They also made an attractive 'fantasy' area with potted plants and drapes where children can use their imagination, such as pretending to look for fairies. This has not only encouraged girls to regularly use the area but has enriched the learning opportunities for all children. A clear development plan is in place to show how the setting will be moved forward, all of which means the capacity for continuous improvement is good, which in turn enhances the outcomes for children's care and learning.

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 | EY461169 |
| Local authority | North Yorkshire |
| Inspection number | 911528 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 30 |
| Number of children on roll | 101 |
| Name of provider | Tick Tock Daycare Limited |
| Date of previous inspection | not applicable |
| Telephone number | 01423359188 |

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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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