

# Tic Tots Day Nursery

Total Fitness, West Strand, PRESTON, PR1 8UY

<b>Inspection date</b>	09/12/2013
Previous inspection date	26/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Teaching is good because staff use a range of ways, such as through demonstrating or introducing new resources that enable children to extend their learning and make good progress.
- Children are well safeguarded because staff have a secure knowledge of how to protect children in their care. Staff are also confident in their knowledge of the procedure to follow should a concern arise about a child, and are secure in their knowledge about what to do if adult behaviour causes concern.
- Partnerships with parents are strong and are effective in meeting the needs of individual children. Well-established partnerships with other professionals support individual children very well.
- Children show they are happy and secure in the nursery. They have formed strong relationships with their key person, which supports their emotional well-being.

### It is not yet outstanding because

- The monitoring and tracking of children's progress is not fully effective in helping those in charge to analyse how the level of children's achievements can be raised even further, so that staff can be helped to know when and how to hone their teaching.

## 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 looked at a range of documentation, including the safeguarding policy, recruitment and vetting procedures and a sample of children's learning records.
- The inspector carried out a joint observation with the childcare supervisor. The inspector also carried out general observations of children and staff interactions during activities.
- The inspector spoke with the operations manager, childcare supervisor, staff and children throughout the inspection. The inspector also took account of parents' comments.

## Inspector

Sandra Harwood

## Full report

### Information about the setting

Tic Tots Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained unit within a health and fitness centre in Preston, and is managed by a private partnership. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play.

The nursery employs 19 members of childcare staff, all of whom hold appropriate early years qualifications ranging from level 2 through to level 6. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- develop further the monitoring and tracking of children's progress in order to improve its overall effectiveness in helping staff to enhance the support offered to children, so that they achieve at the highest level.

### Inspection judgements

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

Children and babies are happy and settled within the nursery. Low-level furniture and storage enables all children to select the toys and resources they wish to use in their play. The rooms are well organised with areas and resources linked to promote children's learning and creativity. For example, construction and small world resources are placed together to encourage children to make up their own imaginary games as they build and make things. A cosy den area is turned into 'Santa's house', next to the toy workshop and a pretend camera shop in the toddler room enables the youngest children to explore and use a range of cameras; they can even take the bus as it shows signs to the camera shop. Children play together and initiate conversations and involve other children and adults in their play. Young children happily tell visitors about the photographs of their family displayed in the cosy den area. Staff provide children with good levels of interaction both in planned and free-play activities. Children demonstrate their growing imagination as they pretend a stone they have found is a strawberry and engage staff in their imaginary game by asking them to cut the strawberry up.

Staff are aware of children's individual developmental starting points because parents complete an 'all about me' document at the time of admission. Ongoing information about children's development and learning is shared verbally with parents, and through weekly diaries and parent evenings. The introduction of an 'ideas to do at home' board has further enabled parents to be involved in their children's learning and promotes consistency of learning and care. Accurate observations, input from parents and a good knowledge of children's interests are incorporated into the planning to ensure all children's learning needs are met. Information gathered from this is used to monitor and track children's learning and development and in order to carry out the progress check at age two. However, this tracking and monitoring system is not robust enough to help staff hone their teaching so that children's achievements can be raised further. The quality of teaching is good because staff have a good understanding of how young children learn. They adapt activities and use a range of techniques, such as demonstrating or introducing new resources, to extend children's learning. For example, as the children play with sand and water, staff introduce additional resources, such as bricks, which sparks children's imagination. They pretend to be builders and use the trowel and sand mix to stack bricks skilfully on top of each other.

Communication and language skills are promoted well across the nursery. Staff who work with babies copy and repeat babbling and words. A running commentary enables babies and very young children to develop the knowledge that sounds link with actions, for example, as they talk about what they are doing. Children enjoy books and stories and have many opportunities to look at them on their own or in groups. They confidently join in with stories and staff encourage them to think about what is happening or recall previous events linked to the story. Older children show their understanding that print is found in many places as they ask staff to read the information on the yoghurt pots at lunchtime. These skills prepare children for school. Visual timetables support the understanding of children who have special educational needs and/or disabilities or children who have English as an additional language, because they provide pictures that help them to understand what will happen at certain times of the day. Staff provide children with opportunities to practise emergent writing skills through a range of interesting ways to explore making marks, such as flour, foam and paint. Children use mathematical language in their play, such as 'beside' or 'under', and they confidently incorporate counting into their play. A range of activities develops children's awareness of different cultures and traditions.

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

The staffing team is caring and supportive, which contributes to children feeling safe, secure and forming trusting relationships. Staff are knowledgeable about individual children's needs because the key person system is effective. They demonstrate a good understanding of their roles and responsibilities and the importance of creating secure partnerships with parents to support children. These good relationships continue as children progress through the nursery. Key groups transfer together along with their key person, providing continuity in emotional well-being and support for the children and their families. As children prepare to move onto school, good links and the sharing of information ensure this transition is smooth. Children arrive each morning to a well-

resourced environment where a warm greeting from staff welcomes them and their families. They show they feel safe within the setting as they enjoy the company of their peers and the staff who care for them. Children smile, giggle and approach the staff freely when they need support or reassurance, which further demonstrates their feeling of security. Staff carefully plan to ensure that all children's well-being is effectively promoted. For example, babies' sleeping, eating and nappy changing needs, are met by following their own home routines. One-to-one attention and good eye contact helps to promote their well-being and self-esteem. As a result, babies are confident to explore their surroundings and are provided with good levels of challenge and support to encourage them to develop.

Daily routines help children develop positive attitudes towards a healthy lifestyle. They follow good hygiene routines and enjoy nutritionally balanced food which is freshly prepared on site. Outside, children enjoy energetic play. They run around developing their spatial awareness. Children develop their physical and coordination skills as they use resources, such as hoops or crates. They enjoy group activities with their peers or staff where they can use their imagination, while making good use of their physical environment. Behaviour is good. They are effectively supported by staff who are positive role models. Children are polite and show consideration towards others as they play through sharing and taking turns. Regular fire evacuation drills and staff who support children in assessing risks for themselves, help children develop the skills that promote their own and others' safety. For example, outside the children check the area for equipment lying on the ground that may cause children to trip.

Across the age ranges children are encouraged to develop personal independence, including the very youngest children. For example, toddlers are encouraged to wash and dry their hands with minimal help, while older children manage their own personal needs well, quietly supported by staff as they discreetly supervise them.

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

The children are safeguarded by the staffs' strong knowledge and understanding of child protection. They confidently discuss the procedure they would follow should a concern arise about a child in their care. Staff are equally confident in the procedure should any adult behaviour cause concern. Staff are vigilant and let each other know where they are going with children, for example, when leaving the main care room to support children in using the bathroom or to change nappies. Effective recruitment procedures mean that safe, suitable staff work with the children. Policies and procedures are shared with parents to encourage partnership and consistency. A system of daily and weekly checks makes sure the premises and equipment remain suitable and safe for use by the children. Robust, consistently applied and frequently reviewed risk assessments ensure children are kept safe within the nursery and on outings. For example, robust assessments are used to identify and minimise risks when children visit the children's centre, local library or use areas within the fitness centre.

A strong leadership team with defined roles and responsibilities supports the well-qualified

staff team. Staff are well deployed, using their skills and experience to effectively develop the whole team. The nursery has good procedures in place to ensure that there is always sufficient staff in order to meet children's individual needs. Staff are well supported through regular supervision and team meetings. This ensures that staff develop their knowledge and skills in helping children make good progress across all areas of their learning. Good monitoring of practice enables senior staff to assist staff in their professional development and identify any training needs. Assessment and planning is also monitored to ensure the activities and experiences offered meet the learning needs and interests of children, and this allows children's progress to be tracked. However, this system lacks a clear success criteria and so is not always rigorous enough to identify where further teaching support could be used to raise children's achievements to the highest levels. The management have a good understanding of the nursery's strengths and areas for improvement. All parties involved with the nursery have input into the evaluation process and the continuing undertaking of the local authority quality assurance scheme has encouraged the nursery as a whole to further evaluate their practice.

The nursery has a positive relationship with parents and this is well established to ensure each child's needs are met. Parent boards display information and advice on a range of activities and/or support. The nursery keeps parents informed about their children's progress through regular and accurate information, for example, through parents' evenings. Feedback from parents, both in writing and from those spoken to on the day is very complimentary. For example, some parents comments include; 'the staff are lovely, and easily approachable' and 'my child has come on leaps and bounds in the last few months'. Partnerships with external agencies are well established and make a strong contribution to children's achievements and well-being. Communication takes place regularly to ensure information is shared to effectively promote children's development.

### 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
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY367690
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	944057
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	61
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Thompson (TIC TOTS) Partnership
<b>Date of previous inspection</b>	26/11/2008
<b>Telephone number</b>	01772 208728

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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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