

Tummy Ticklers Childcare Centre

Everard Ellis Centre, Mill Lane, BILLINGHAM, Cleveland, TS23 1HG

Inspection date	17/04/2014
Previous inspection date	16/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- The quality of teaching is good and all children are making very good progress in relation to their starting points. This is because staff effectively plan and provide specific activities to meet the individual needs and interests of the children.
- Staff use effective open-ended questioning during activities and give children the time and space to respond. This means children are able to think critically and solve their own problems.
- Staff develop warm relationships with children and their families, offering a friendly and caring environment. This supports children to feel happy and secure.
- Children feel safe and secure in the nursery and management arrangements for safeguarding children are robust.

It is not yet outstanding because

- There is scope to enhance the provision of resources and activities in the indoor environment to develop young children's sensory and mathematical experience in number, shape, space and measure.
- There is scope to develop the snack time routine so that children can be involved in the preparation of food and make informed choices between healthy snack options.

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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play areas.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
The inspector held meetings with the management team, completed a joint
- observation with the managers and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Amy Armstrong

Full report

Information about the setting

Tummy Ticklers Childcare Centre was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by a private individual and operates from the main hall and annex room in the Everard Ellis Centre in Billingham. The setting is accessible to all children and there is an enclosed area available for outdoor play. The setting opens Monday to Friday all year round, with the exception of bank holidays. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. Staff drop off and collect children from the local schools and nurseries. There are currently 90 children on roll, of these 39 are in the early years age group. The setting employs 14 members of staff. All childcare staff hold appropriate early years qualifications at level 2 or above.

What the setting needs to do to improve further

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

- enhance young children's sensory experiences and mathematical awareness of number, shape, space and measure in the indoor environment, for example, by providing a small group of the same objects in treasure baskets, as well as single items of various textures and weights to excite and encourage their interest.
- create time to discuss food options at snack time so that children can make informed choices between healthy snacks and develop their independence even further by being involved in its preparation.

Inspection judgements

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

Children make good progress in their learning and development from their starting points. This is because the quality of teaching is consistently good and staff have a clear understanding of how individual children play and learn. Observation, assessment and planning systems are effectively in place and cover all seven areas of learning and development. Staff gather information from parents about interests, areas of enjoyment and care routines before their child starts the nursery. Challenging activities are planned based on individual children's interests and next steps in learning. For example, staff positively respond to children's interests in using different containers to transport water to the sand to mix together by making resources easily accessible to them. A comprehensive progress check at age two is completed and this is shared effectively with parents. Children's individual development is tracked and staff successfully identify if additional support is required with certain aspects of a child's development. For example, focusing activities on listening and attention to develop children's communication and language

development.

A balance of adult-led and child-initiated experiences is provided and children are encouraged to make independent choices from a wide variety of resources and equipment available. As a result, children enjoy their time spent at nursery. Children are eager to be involved in activities and to share their ideas. For example, they talk to each other about how they are going to make a shop in the outdoor area, what role they will play and what they will sell in the shop. Staff identify when children require support in child-initiated activities by helping them to gather resources and to build a house for the animals in the story. Children are engrossed in the learning and staff share the journey of the story with them by using language to make the children giggle and laugh in excitement. Staff use effective techniques to support children's communication and language development. They use skilful open-ended questioning during activities and give them time and space to respond. This means children are able to think critically and are confident in solving their own problems. Indoor and outdoor areas are well resourced and children are able to access both areas throughout the day. However, there is scope to enhance the provision of resources and activities in the indoor environment to develop young children's sensory and mathematical experience in number, shape, space and measure, for example, by providing a small group of the same objects in treasure baskets, as well as single items of various textures and weights to excite and encourage their interest.

Children are well prepared and gain the necessary skills to support their future learning. They learn to recognise and begin to write their name, develop counting in rote, learn how to concentrate for group activities and attend to their personal hygiene and dressing needs. Staff effectively work with parents and other settings that children attend to ensure that they are working consistently to support learning and development. Development records are made available to parents to contribute to and provide them with valuable information about their child's learning and development and enable them to effectively support learning at home. This means that children are well supported in their learning and development and that any areas for extra support have been identified early and effectively targeted.

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

Staff are warm and welcoming and provide a safe and secure environment in which to care for children. This means that children are happy and settled at nursery. Children are confident in their daily routine and it is flexible enough for children to explore freely and access areas of interest. For example, the outdoor area is accessible at all times and resources can be transported from indoors to outdoors to allow children to develop areas of interest in the garden. Staff know the children well and value their achievements. This helps children to feel confident in trying new activities, ask for support if required and to develop their independence. Staff celebrate special events and milestones that children have reached by using 'achievement ribbons' where each child in the nursery is able to draw or write a message and attach it to the ribbon to celebrate what they have achieved. For example, using the toilet for the first time. This builds children's self esteem and self confidence. Children's behaviour is very good as there are clear age appropriate rules and boundaries in place which children are aware of and adhere to. Minor disagreements are

sensitively managed by staff and children remind each other of good behaviour choices throughout the day. They listen carefully to instructions and value others contribution to activities. Children are beginning to manage risk. For example, handling gardening tools with care in the digging area outdoors.

The key person system is effective and staff meet children's needs well on a day-day basis. Staff have taken the time to get to know the child and their family which enables children to settle quickly into the nursery. There is an effective settling-in procedure and parents are aware of who their child's key person is. Parents share interests of the child and family on entry to the nursery and this enables staff to provide activities of interest. Children are developing good hygiene practices as they fully understand they must wash their hands in preparation for snack and lunch time. They are provided with healthy and nutritious snacks and have access to drinking water. However, there is scope to develop children's independence skills further by allowing them to prepare their own snack and by creating time for them to discuss healthy snack options. Children are beginning to understand the importance of physical exercise and fresh air. They enjoy exploring the outdoor area, digging for worms in the garden and climbing on the climbing frame. Parents spoken to during the inspection describe the nursery as having 'a warm and friendly feeling' and that 'there is always something different and exciting to do'.

The staff have suitable procedures in place to prepare children appropriately for their transition to school. Each key person makes contact or visits the school that children are moving to and share information with them to ensure that there is continuity in children's learning and development. This is followed up by a comprehensive progress report to reinforce next steps in learning and relevant care needs. The nursery links with other agencies and professionals, such as special educational needs specialists and they have received support from the local authority.

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

The managers demonstrate a good understanding of their responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Children feel safe and secure in the nursery because management arrangements for safeguarding children are robust. Detailed written policies and procedures are in place and all staff are confident in identifying and reporting any concerns regarding the protection of children or an allegation against a member of staff. All managers and staff have attended safeguarding training and this is updated at regular intervals. Risk assessments are robust and are given a risk ranking, severity rating and likelihood of the risk occurring. Daily risk assessments are also carried out. This ensures that potential hazards are identified and measures are put in place to minimise risk to children. Recruitment, induction and vetting procedures are thorough to ensure that all staff are suitably skilled, qualified and safe to fulfil their role. Detailed records of visitors are kept and upon arrival of each visitor, a member of staff explains the setting's confidentiality, mobile phone and camera policy, as well as the fire evacuation procedure. Parents also sign their children in and out of the setting and a comment made by them during the inspection of 'the nursery is a safe place

and always well staffed' indicates that they feel their children are in a safe environment.

The managers monitor the educational programmes to ensure that all children are continually learning and developing. They analyse all developmental tracking documents to ensure that support is targeted to meet each child's individual needs. As a result, children receive timely support and intervention. Staff supervision is carried out regularly and is effective in supporting staff to highlight areas for continuous professional development or areas of strength to share with peers. Self-evaluation is thorough and identifies priorities for future improvement. Some of the priorities have already been achieved, for example, embedding a more effective supervision system and using effective strategies to promote children's communication and language development. Parents and children's views are taken into account when evaluating and setting priorities. The nursery works well with the local authority and other schools that children are collected from, which further enhances the self-evaluation process.

Partnership with parents is good and managers and staff have a positive, friendly and professional relationship with them. They are committed to sharing information with parents and to keep them informed on how their child is developing whilst at nursery. Parents receive verbal and written feedback, access to developmental records and are invited to discuss children's progress reports. Parents spoken to on the day of the inspection value the service they receive and all of them commented on how the staff are friendly, caring and approachable.

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	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

Unique reference number	EY438503
Local authority	Stockton on Tees
Inspection number	963457
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	90
Name of provider	Lisa Jane Smith
Date of previous inspection	16/09/2013
Telephone number	07712124568

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

