

Tic Tots Day Nursery & Creche

Total Fitness, Waters Meeting Road, BOLTON, Greater Manchester, BL1 8TT

Inspection date

Previous inspection date

01/05/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- The warm welcome from staff effectively underpins the children's sense of belonging and security.
- Staff demonstrate a suitable understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child.
- Well-established procedures support children as they settle into their new nursery. As a result, children's emotional needs are well met.

It is not yet good because

- The quality of teaching and staff interaction is variable and is not always effective in providing good learning opportunities for children and staff do not take all opportunities to ask questions and further extend children's learning, thinking and understanding.
- Staff do not fully promote the importance of home learning.
- The outside area has not yet been fully developed to enable children to use a range of resources that supports all areas of learning.
- Not all staff involved in the preparation of food have completed food hygiene training.

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 toured the premises.
- The inspector observed teaching and learning activities in two of the playrooms, outdoors and in the dance studio within the gym.
- The inspector looked at children's assessment records and planning documentation.
- The inspector conducted a joint observation with the nursery manager.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection.

Inspector

Joanne Parrington

Full report

Information about the setting

Tic Tots Day Nursery and Creche was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three nurseries owned by the same proprietor. It operates from a self-contained nursery unit in the Total Fitness Centre, Bolton. It has two large open-plan playrooms with direct access to an enclosed outdoor play area. The children use the dance studio, track and swimming pool located within the centre. The nursery serves the local area and is accessible to all children. There is also provision for holiday care and a creche facility for children whose parents use the gym. The nursery opens Monday to Friday from 7.30am to 6pm all year round except for a week at Christmas. Children are able to attend for a variety of sessions. There are currently six children attending the nursery who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs five members of childcare staff, all of whom hold appropriate early years qualifications. These include one member of staff with Qualified Teacher Status and a relevant level 5, three members of staff at level 3 and one member of staff working towards level 3. The setting has close links with the local children's centre and receives support from the Sure Start, Early Years and Childcare Service.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the effectiveness for monitoring staff practice and evaluating its impact, to ensure that all staff develop the quality of their interactions with children and exploit opportunities to ask open-ended questions in order to maximise opportunities for children to make the best possible progress
- ensure all staff involved in preparing and handling food receive suitable food hygiene training.

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

- explore strategies to involve parents in children's learning at home, to further extend and maximise children's learning potential
- develop the range of available resources outside to further support children's progress in all areas of learning.

Inspection judgements

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

Staff have an adequate knowledge and understanding of the requirements of the Early Years Foundation Stage and provide an environment where children are able to independently choose from a selection of toys and resources. Children's communication skills are adequately supported, through taking part in activities, such as Chico's box. Staff encourage language through listening and use props and single words. For example, 'hello', 'bye', 'wave', 'gone', 'roll', 'pass', and 'catch'. Children welcome and value the praise staff give during the activity. As a result, children begin to build their self-confidence and self-esteem. Children have access to the dance studio, running track and swimming pool. While taking part in scarecrow stories, the children demonstrate good physical skills; running, jumping, crawling and negotiating space. As a result, children's physical skills are suitably promoted. Babies engage in exploratory play using a variety of objects. For example, staff provide 'treasure baskets' containing items of interest to the children. One basket contains a variety of wooden and plastic balls of different sizes. Staff sit with children and together they handle and investigate the objects. Staff use describing words, such as 'smooth', 'soft', 'big' and 'little'. This helps babies to learn single words and broadens the vocabulary they have heard. Children grow daffodils outside, which supports their understanding of the world and of lifecycles.

The children are becoming familiar with the routines and take part in circle time, singing and listening to stories, which promotes their readiness for school. However, some staff do not always interact purposefully to provide good levels of challenge for children. Therefore, they miss opportunities to extend children's learning and development. For example, staff supervise children as they play in the sand, with limited interaction. Children are not encouraged to discuss the texture of the sand or question what needs to be added to make the sand wet enough to make a sandcastle. On other occasions activities are too adult led, limiting children's time and opportunities to think and use their own imagination and experiment for themselves. Although children enjoy these activities, they do not benefit from opportunities to extend their learning.

Staff work in partnership with parents and value their contributions. They gather information from parents about children's interests in an 'all about me' document. This provides staff with an overview of children's starting points. From this and with the addition of staffs' initial observations, a baseline assessment is created. Staff use this to plan activities to support children's next steps in their learning and development. Relevant support and guidance documents are used as a reference to allow them to identify if children are operating within the expected bands of development for their age. Individual learning journals are in their infancy, as many children have only been attending the setting for a number of weeks. Staff have begun to engage parents in their child's learning and describe how they plan to continue to share information. For example, sharing information about individual next steps so parents know what their child is working towards at nursery. Parents are encouraged to share information regarding children's further development at home. However, the nursery is less effective in supporting parents to continue their child's learning at home. Parents speak highly of the nursery and the

staff. For example, they comment that staff are very welcoming and are supportive with things like potty training. They also comment that their children really enjoy attending.

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

Children and their families are warmly welcomed into this friendly nursery. The gradual admissions process in place allows children and parents to build warm relationships. As a result, children are happy and settled. Children separate well from their parents considering they are new to the setting. As a result, children are developing secure attachments with their key person and other staff members. Within the nursery many of the children are new. Consequently, staff have placed high focus on their emotional well-being, creating a calm, welcoming and nurturing environment. Staff are caring towards children and discuss children's interests and individual needs with parents as they work together to develop baseline assessments. Staff demonstrate how they will manage children's move to the next room in the nursery or another setting. This ensures children are able to continue their learning from the outset of the new placement. Additionally, teachers are invited to observe the children in the nursery, so they have a good understanding of the child's needs before they start school.

Children learn to keep themselves healthy through daily routines, such as washing their hands before meals. Children describe the importance of washing their hands to make sure they are clean before they eat their lunch. Discussions with staff support their developing understanding of the reason for these routines, for example, to remove germs. The nursery staff prepare freshly made meals, which are balanced and nutritious. Staff have a sound understanding of food hygiene procedures. However, staff involved in preparing and handling food have not received training in food hygiene. This is a breach of requirements. Meal times are sociable occasions and staff sit with children and encourage them to talk about their day and the food they are eating. Children are encouraged to serve themselves and they use cutlery competently with some adult support. As a result, children's developing independence skills are promoted effectively. Staff also use meal time routines to promote early mathematical skills. For example, children count cups and plates when setting the table as well as the amounts they serve themselves, naming a number for each item. Dietary needs and preferences are discussed with parents and adhered to carefully to maintain children's health and well-being. Children have direct access to the outdoors and are encouraged to spend time in the fresh air on a daily basis. However, the outside area has not been fully developed to allow children to use a full range of resources that support all areas of learning.

Management and staff are aware of the importance of risk management. Appropriate risk assessments are carried out, including for children taking part in learning how to swim. Staff talk to the children about how to safely walk up and down the stairs when going to and from the dance studio and running track within the fitness centre. As a result, children are developing an understanding of how to keep themselves safe. Staff follow procedures which support safety. For example, a visitors' book is in use, staff open the door individually to all parents and there is a secure password system in place should an unknown adult arrive to collect a child. Staff have an understanding of how to manage children's behaviour, using praise and encouragement. Children demonstrate good

behaviour at all times. Staff value the achievements and efforts that are made, therefore, promoting children's confidence and self-esteem.

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

Staff have a secure knowledge of safeguarding procedures. They are aware of the safeguarding policy and the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. Safeguarding training is undertaken by all staff. Staff supervise children well and consequently children are suitably protected. Procedures regarding the use of mobile phones and cameras in the setting are clear and are implemented effectively by the staff. Safe recruitment procedures are in place and all adults involved in the operation of the nursery undergo the required clearance checks to assess their suitability to be with the children. In line with the nursery's safeguarding policy, staff are re-checked every 12 months to ensure their ongoing suitability. References are gained prior to any new staff starting at the nursery and robust induction processes are in place. Staff are further supported through appraisals and supervisions to improve practice.

The manager and staff have a sound understanding of their responsibilities in meeting the learning and development requirements. Medium-term plans shape ideas of interesting topics, such as Easter, Christmas and seasons throughout the year. However, planning daily individual experiences are shaped by following children's interests. Teaching practice requires improvement because of inconsistencies in practice. This is particularly in regard to their interactions with the children and use of questioning in order to challenge children and ensure that they begin to make good progress. The monitoring process for quality teaching is in its infancy, and is not sufficiently robust to ensure that weaknesses in practice are identified and consistently addressed. However, there are appropriate plans in place to build on the arrangements in place, highlighting any areas for improvement. In addition, staff have begun to carry out peer observations, which contribute to the improvement of practice through honest and critical reflection.

Children currently attending have only been at the nursery a short period, but the manager demonstrates an understanding of the importance of identifying any emerging gaps in children's learning so that they can be supported to make the best possible progress.

The manager has a sound understanding of the strengths and aspects for further development of the setting and plans to work with staff, parents and children to improve the service provided. Currently, staff gather parents' views through direct conversations. The nursery has good links with the local children's centre. They work in direct partnership to deliver group sessions carried out at the centre and at the nursery. For example, open doors play, scarecrow stories, nature club, messy stay and play and baby club. The nursery is beginning to form links with other providers, in order to share information and support children effectively when they attend more than one setting, or the time comes to move on to school.

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	EY471075
Local authority	Bolton
Inspection number	943689
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	6
Name of provider	Deborah Jane Thompson
Date of previous inspection	not applicable
Telephone number	01204558460

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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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