

Tick Tock All Stars Day Nursery

7-8 Denton Green, NOTTINGHAM, NG8 6GD

Inspection date

Previous inspection date

19/06/2014

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

- Teaching is good overall. Accurate observations and assessments of children's progress are used to plan activities that enable children to make good progress given their starting points and capabilities.
- Key person relationships are strong and children develop close bonds with staff. They know children well and plan effectively for each individual child, based on their interests and developmental needs.
- Arrangements for safeguarding children are robust. Secure systems are in place to ensure the suitability of staff who work in the nursery. Strong partnerships are formed with families and other professionals, who work closely together to meet children's needs.
- Leadership and management is good. The manager is passionate about staff's work with children. As a result, the staff team work effectively together to ensure that children receive a good quality early years experience.

It is not yet outstanding because

- Children are not always encouraged to think critically and solve problems for themselves because staff do not always use open-ended questioning appropriately.

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 observed activities in the three playrooms and outside.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children and discussed the provider's improvement plans.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jacky Kirk

Full report

Information about the setting

Tick Tock All Stars Day Nursery opened in 2013 and is privately owned. It operates from a converted semi-detached house in Broxtowe, Nottingham. The nursery serves the immediate locality and also the surrounding areas. The nursery opens five days a week, from 6am until 10pm, all year round. The setting also opens at weekends from 6am until 8pm. Children attend for a variety of sessions according to parents' wishes. Children have access to three playrooms and an enclosed outdoor play area. There are currently 49 children on roll, who are all in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language. There are currently six staff working directly with the children, all of whom have an appropriate early years qualification. Four of the staff have appropriate qualifications at level 3 and two have appropriate qualifications at level 2. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- support children to think critically and to solve problems for themselves, for example, through a more considered approach to open-ended questioning.

Inspection judgements

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

Staff organise the nursery well. Children can help themselves to a broad range of toys and equipment, resulting in them being interactive and independent learners. Children explore the environment with enthusiasm and enjoy their time in the nursery. Staff have a clear understanding of how children learn through play and overall, teaching is good. For example, staff help children to understand technology by allowing them to help replace the batteries in musical toys. Staff encourage children to use numbers and estimate by asking them to anticipate how many batteries the toys require. Staff encourage quieter children to join the musical activity and staff and children enjoy being imaginative as they sing and dance to the music they produce. However there is scope to improve opportunities for children to develop their critical thinking and problem solving skills through a more considered use of open-ended questioning. Staff clearly demonstrate that they know their key children well and plan activities based on their individual needs and interests. For example, pre-school staff are aware that some children are interested in trams and trains. In order to extend all children's learning staff take children on a tram ride. They also seize this opportunity to develop the role play area by making it into a tram station and ticket office. Staff involve parents in their children's learning by asking

them to save their tram tickets for children to use in their play.

Effective systems for observing and assessing children's development are in place. These are regularly monitored for effectiveness to ensure that children are making good progress towards the early learning goals and are gaining sufficient skills for their next stage in learning. Children's individual progress assessments are collated and peer groups are monitored. This ensures that the need for early intervention is quickly identified and effectively targeted strategies are put in place where needed. Information about children's prior learning, development and interests is gathered from parents when they join the nursery. This information, along with initial staff assessments of children's achievements are used to effectively plan for children's learning from the outset. Children's communication and language development is promoted well throughout the nursery. For example, at registration times, children sing a welcome and days of the week song. Babies too enjoy staff singing nursery rhymes to them. They rock backwards and forwards in time to the music as staff sing 'row, row, row your boat'. Children play in an environment rich in print, which supports their understanding that print carries meaning. Books are readily available in all rooms and children choose them to look at independently or to share one-to-one with staff. Staff help babies to turn the pages of books and then encourage them to look at their reflection in the mirrored material on one of the pages. Consequently, this helps babies to develop their self-awareness and an early love of reading. Children enjoy sand play and staff model pouring sand and filling pots as children make marks in it using their hands. As a result, children's early writing skills are encouraged and developed. Outdoor play provides good opportunities for children to develop their physical skills. Staff plan appropriate experiences to challenge children and allow them to take calculated risks as they tackle the soft-play obstacle course, climb on the climbing frame, slide down the slide and run freely in the large grassed area.

Children plant sunflower seeds and staff help them to identify what the seeds need in order to grow. This helps them to develop an understanding of some aspects of the natural world. Role-play resources enable children to play with a selection of everyday items that reflect real life experiences, such as cooking utensils. Staff play with babies at their level and give them good opportunities to explore the toys and resources around them. For example, babies sit contently on activity mats, pull soft toy boxes towards themselves and reach in to choose a soft toy to look at and explore. Children, who are learning to walk are provided with appropriate support, yet are given freedom to perfect this skill in a safe environment. This helps them to gain independence to explore their immediate surroundings and to help themselves to toys of their choice. Children who speak English as an additional language are well-supported by staff. This enables them to make good progress in all areas of their communication and language development. Staff work closely with parents when completing the progress check for children aged between two and three years. They plan appropriate next steps for children's learning and where appropriate, staff work with other relevant agencies to provide appropriate intervention and support, enabling children to make good progress. Parents are well informed of their children's achievements through daily discussions with their key person, regular access to their child's learning journey and parents' evenings.

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

Children and their families are welcomed into the nurturing and homely nursery environment. Good relationships between staff and families are fostered and developed. Children are happy and are supported to settle quickly. They form secure attachments to skilful staff and develop good relationships with their peers. This is facilitated through an effective key-person system. As a result, children's emotional needs are sensitively met. Staff provide parents with information about the Early Years Foundation Stage and nursery policies and procedures when children join. Parents and staff exchange information on a daily basis, ensuring children's needs are constantly met. Babies and toddlers seek out their key person and other familiar staff for cuddles and all children are confident to approach staff for help when needed. Children's art work and family photographs are displayed throughout the nursery, which provides them with a good sense of belonging. Children throughout the nursery rest or sleep according to their individual needs or parental wishes.

Staff are deployed well, both indoors and out, providing continuous supervision of children, which contributes to their overall safety and welfare. Children play in cosy, airy and well-lit surroundings, which are well-organised to promote learning. They move freely from activity to activity and independently help themselves to resources, which are easily accessible. All children demonstrate good levels of confidence and self-motivation, for example, when outside, children use the whole space available to them and enjoy running and exploring their environment. Children demonstrate good behaviour and through occasional gentle reminders learn to play cooperatively with their peers, share resources and work together as a team. For example, pre-school children support each other to choose coloured paints, help one another to take the tops off and squeeze the paint into paint trays. They then tell peers what colours they have made after mixing the paint and praise each other's pictures. Staff encourage and support all children to become independent and learn skills appropriate to their age and stage of development. For example, in-line with parental wishes babies are encouraged to eat finger foods, toddlers are encouraged to eat with a spoon. Older children serve their own lunch and pour their own drinks. Staff also give gentle reminders about washing hands before eating, after self-care routines and encourage children to brush their teeth after meal times. This helps children to learn about the importance of keeping healthy. Snack and meal times are social occasions, children interact and chat with their peers and staff also use this opportunity to encourage good manners.

Staff promote a healthy lifestyle. For instance, children eat freshly prepared meals and snacks, which provide a balanced diet. They also have access to fresh drinking water at all times. All staff are aware of children's allergies or food preferences, which ensures children's medical and cultural needs are respected and met. Furthermore, staff support children's understanding of having a healthy diet and keeping fit through providing creative, healthy eating activities and incorporating regular outdoor play into the daily routine. Babies and toddlers move freely between each room and pre-school children visit the toddler room, when staffing ratios allow. This, as well as, key persons sharing summative developmental reports with the child's next key person, support children's transitions within the setting well. Staff establish positive relationships with other local

childcare providers and schools. This means that relevant information is shared and children are well-supported when the time comes for them to move on.

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

The manager and staff in the nursery have a sound understanding of their roles and responsibilities to meet the safeguarding, welfare and the learning and development requirements of the Early Years Foundation Stage. Children are safeguarded well. Robust recruitment and vetting of staff is carried out to ensure the safety and welfare of children. The designated lead for safeguarding has a clear understanding of her role and all staff are well versed in what to do should they have concerns about a child. Staff regularly update their child-protection training and are aware of children's individual needs and family backgrounds. They advise parents of the responsibilities of the nursery through discussion and through the sharing of robust policies and procedures, which are available to parents daily. Thorough induction procedures ensure staff are clear about their roles and responsibilities. Staff use an effective process of daily risk assessment to ensure potential hazards are identified and minimised quickly. The manager is a highly motivating role model and is firmly dedicated to providing high quality provision for all. She has recruited a staff team who are experienced and appropriately qualified. The manager and Early Years Foundation Stage coordinator conduct regular checks of the records of progress children are making. This ensures they are accurate, up-to-date and are being effectively used to assess children's progress and to identify their next steps in learning. They also collate this information to monitor groups of children. As a result, the quality of the learning environment and planned activities are well-matched to each child's age and stage of development. This means appropriate early interventions are put into place which effectively supports all children to make good progress in their learning and development.

Frequent meetings ensure staff are kept informed of changes and have the opportunities to share any concerns, ideas or good practice. For instance, nursery policies and procedures, such as fire drills are reviewed, updated and practiced, where appropriate. Staff are involved in nursery decision making and are supported well in their professional development. As a result, they are highly motivated to ensure all children receive the best possible start in life. Termly supervisions and annual appraisals take place and staff progress is discussed and training needs are identified. The manager has a good overview of the quality of teaching. Self evaluation and improvement plans for the nursery identify areas of development which are well targeted to improve and enhance children's learning experiences.

The manager and staff demonstrate a very good understanding of the benefits of working closely with parents to meet children's needs. They speak to them on a daily basis about their child's achievements and well-being. Parents speak highly of staff and the provision. They state that children are happy in the nursery. The manager and staff form good relationships with other local providers and schools to ensure there is consistency in care and learning for each child when they attend more than one setting. They work closely with a wide range of other professionals involved in children's lives. This ensures that

children receive the support they need to make consistently good progress.

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 | EY470340 |
| Local authority | Nottingham City |
| Inspection number | 949712 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 31 |
| Number of children on roll | 49 |
| Name of provider | Tick Tock All Stars Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 07792252333 |

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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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