

Tick Tock Pre-School

Laindon West Community Centre, Hoover Drive, BASILDON, Essex, SS15 6LF

Inspection date	24/06/2014
Previous inspection date	28/06/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Children are provided with a variety of activities and are cared for in a suitably resourced environment, which offers them free choice in their play.
- Staff work closely with parents to find out about children's individual needs, which means they are able to provide care that is consistent with that at home. Consequently, children settle well and develop close bonds with staff.
- Children are cared for in an environment where risks to their safety are minimised effectively and staff have a sound understanding of how to safeguard children.

It is not yet good because

- There is a lack of consistency in tracking children's progress and identifying next steps, to ensure gaps in learning are the focus for ongoing development.
- There are insufficient opportunities for children, who speak English as an additional language, to develop and use their home language in play and learning.
- The arrangements for monitoring staff performance are not robust enough to support their knowledge and skills and promote effective teaching.
- Reflection and evaluation of practice are not used sufficiently well to develop precise plans to bring about rapid improvements in the provision for children.
- Children are not always able to develop their independence in everyday situations, such as snack time and this limits their progress.

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.

Inspection activities

- The inspector toured the premises, observed and talked with children and their parents and carers, taking their views into account.
- The inspector talked to children and staff at appropriate times throughout the inspection.
- The inspector observed the interaction between staff and children.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and looked at a range of documentation, including staff suitability checks, qualifications, risk assessments and children's learning records.

Inspector

Tina Mason

Full report

Information about the setting

Tick Tock Pre-School is privately owned and opened in 2008. The pre-school is registered on the Early Years Register and operates from two halls within a community centre in Laindon, Essex. The pre-school opens five days a week during school term times. Operating times are from 9.15am until 2.45pm. Children aged three- and four-years-old receive funding for early education. There are currently 52 children in the early years age range on roll. Children attend for a variety of sessions. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school employs 13 staff, of whom 11 hold appropriate early years qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- consistently track children's progress and identify their next steps in learning, to ensure precise, targeted plans are implemented successfully to support all children in making progress
- implement rigorous arrangements for the performance management and coaching of staff to promptly identify and address inconsistencies in the quality of teaching, to ensure all children are well supported in their learning.

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

- create more opportunities for children, whose home language is not English, to develop and use their home language in play and learning
- provide children with regular opportunities to develop their independence through everyday situations, such as snack time and pouring their own drinks
- use reflections and evaluations to set precise, time specific targets to secure rapid, ongoing improvements in practice.

Inspection judgements

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

Children are provided with a varied range of toys, resources and equipment and are encouraged to explore their surroundings and discover new things. Resources are suitably organised so children can easily see what is available to choose from. This supports their independent learning. Activities provided cover all areas of learning and there is a balance of adult-led and child-initiated opportunities on offer on a daily basis. Staff carry out observations of children's learning on a regular basis. Each child has a learning journey containing observations, photographs and examples of their work. However, there is a lack of consistency in tracking children's progress and identifying the next stage of their learning. Therefore, some children are not being challenged to make better than satisfactory progress, in order to prepare them well for the next stage in their learning. Parents have opportunities to contribute to their children's progress records. In particular, information is shared and their thoughts are gathered on summary sheets, including the progress check for children aged between two and three years. Children who need additional support are provided with designated staff. These staff receive support from the pre-school special educational needs coordinator in following specific targets for children, so that each child is fully included in the group and their needs are considered and catered for.

There are many inconsistencies in the quality of teaching amongst staff and across the pre-school. This has an impact on the progress some groups of children make. For example, some staff do not always provide a rich experience of language skills, such as, asking open-ended questions, extending conversations and encouraging children to think. In addition, staff miss opportunities at snack time to extend children's mathematical language, by counting out how many plates are needed or using language, such as more or less. Consequently, children's language skills are not always promoted effectively by all staff. Construction activities enable children to be creative in their thinking and allow them to use their imagination to build and make different models. Children are eager to engage in outdoor physical play. There are opportunities for them to run, climb, slide and balance. Children have access to everyday technology in the role-play area, such as telephones and play cookers. They are free to explore a variety of media and materials and develop their skills in using a range of tools. For example, they have access to a creative area where they can access a wide range of media to paint, stick, colour and cut. They practise early writing through activities, such as chalking. Children enjoy singing their favourite songs and rhymes and count as they sing. These opportunities help children to develop early mathematical skills. As a result of these learning opportunities, children make satisfactory progress and are reasonably well-prepared for the next steps in learning, including when they transfer into school.

Children know and understand the daily routines and cooperate well with each other and staff. Children learn about the cultures and religious beliefs of the world around them as they celebrate diversity through an interesting and varied range of activities. Children enjoy books and stories. Staff provide a suitable range of books that children can select for themselves. However, there are few opportunities for children who speak English as an additional language to use and develop their home language in a playful way. For example, the use of signs and labels in different languages and opportunities to experience story telling in home languages are not currently being explored. This means that children do not effectively build strong foundations in their home language, in order

to support their development of English.

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

Staff appropriately manage children's transitions into the pre-school through settling-in visits, so they gradually become familiar with their new environment. If children do become upset when they first start, staff sensitively reassure them and engage them in activities they know are of interest to them. As a result, children soon settle and are happy in their play. Staff demonstrate a caring approach and build warm and positive relationships with children. Key persons talk to parents each day. This reassures parents that the care children receive is consistent with their home life and that children have security and stability. As children move on within the pre-school, they are supported with visits to their new room and staff ensure they share their knowledge of the child, their care needs and learning records. Staff get to know children's parents and carers well and communicate effectively regarding their care needs. The pre-school has a community feel where parents, staff and children all work together for the benefit of the pre-school. This has a positive impact on children as their individual needs are suitably met by staff because they have sound relationships with parents. Transitions when moving to school are well supported. The pre-school works with the local schools and other settings that children attend, to ensure that the transition between pre-school and school is a positive experience for them.

Children know the routines and rules of the pre-school well and show respect to each other and staff. They behave very well and this has a positive impact on their personal, social and emotional development. Children learn about taking risks when they are outside as they have to carefully balance when they are walking across the climbing apparatus. By allowing children to take these managed risks, staff are supporting their understanding of keeping themselves safe. Children are cared for well by staff, who prioritise their welfare. They are supported to develop their self-care skills, for example, when putting their coats on to go outside and when undressing to use the toilet. Children are provided with healthy snacks and drinks, such as various fruits and milk. This supports their dietary health. They have daily opportunities for fresh air and exercise in the outdoor park area and they enjoy this time to run around, which supports their physical development. However, children are not always encouraged to fully develop their independence. For example, in everyday situations like snack time, staff prepare the snack, they serve it to children, as well as pouring their drinks for them. These are missed opportunities to support children's independence skills and help to prepare them for school.

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

Staff have a generally good understanding of their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Appropriate safeguarding procedures are in place to promote the safety and welfare of children. In addition, suitable recruitment and vetting procedures are in place. These include Disclosure and Barring

Service checks. This ensures that all adults working in the pre-school are assessed for their suitability to work with children. Staff demonstrate an appropriate understanding of child protection issues. They have completed safeguarding training, are able to identify the signs and symptoms that would cause concern and they know the correct procedures to follow. Staff are able to suitably deal with medical emergencies as they have paediatric first-aid qualifications, giving them the skills they require to deal with incidents. Staff complete risk assessments and records of daily checks help them to ensure areas of the pre-school, including the outside areas, are safe and secure.

Staff have a variable understanding of their responsibilities in meeting the learning and development requirements. The management and staff team work well together and have identified areas for improvement within the pre-school. However, not enough progress has been made in implementing the identified changes. The manager has yet to develop systems of supervision, as well as monitoring and evaluating the teaching practice and assessments of children. This has resulted in a lack of consistency in teaching practice and accurate assessment. The manager has limited opportunities to objectively observe staff and spend time with them tracking children's progress. Continuous professional development is, however, suitably prioritised by the manager. Staff are encouraged to attend regular training courses based on their needs and the needs of children. Staff work well as a team and support each other in their practice. The result is a harmonious working environment, which benefits children and staff. The management team have a strong drive for improvement and have been frustrated by recent time constraints, which they feel have hindered their progress. They strive to provide a good quality pre-school for children and their families. The manager reflects on practice and identifies most areas for improvement, however, changes often take too long to materialise.

Effective procedures have been established to work with parents and as a result, parents speak positively of the care and learning their children receive. They describe the staff team as, 'friendly, approachable and caring'. They keep up-to-date about their child's learning through daily verbal feedback, parents' evenings and informative display boards. Effective relationships with other professionals and external agencies are established so that children's needs are supported and help them to make progress. Links with other providers are in place and continue to be developed to further aid children's progress and development through a consistent approach.

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	EY380639
Local authority	Essex
Inspection number	821540
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	52
Name of provider	Paula Jeanne Brown
Date of previous inspection	28/06/2011
Telephone number	01268 540519

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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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