

The Tic Toc Club

Swansfield Park First School, The Avenue, ALNWICK, Northumberland, NE66 1UL

Inspection date

04/11/2014

Previous inspection date

29/09/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Staff have good awareness of individual needs and precise assessment and planning is in place for all children. As a result, children are beginning to show signs of making good progress during the time they spend at the playgroup.
- Children benefit from warm, affectionate bonds with familiar and trusted staff. Their individual needs are fully understood as staff work effectively with parents to get to know each child well. This helps children to feel settled and secure within their learning environment.
- All staff are conscientious and have a secure knowledge and understanding of safeguarding to ensure that children are safe at all times.
- Good relationships with parents and the host school are firmly established. This ensures that children's care and welfare needs are effectively met and that they are supported in their ongoing development.

It is not yet outstanding because

- Staff have not fully considered how they can continually support younger children's active participation during circle time, to help them to develop the very best listening and social skills.
- Staff do not always maximise all opportunities to further extend children's independence skills.

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 breakfast club, and throughout the playgroup in both indoor and outdoor spaces.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, playgroup leader, staff and children throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualification of staff working with children, and the provider's action plans.
- The inspector carried out a joint observation with the playgroup leader.

Inspector

Janet Fairhurst

Full report

Information about the setting

The Tic Toc Club was registered 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a mobile unit situated in the grounds of Swansfield Park First School, Alnwick. It is registered as a charity, owned by a company with limited liability and managed by a voluntary committee. There is a secure, enclosed outdoor play area. The setting provides a range of care for children. The playgroup operates Monday to Friday from 8.45am to 11.15am during term time. A lunch club is available Monday to Friday from 11.15am to 12.30pm during term time. Before and after school care operates Monday to Friday from 7.30am to 8.45am and from 3pm to 5.45pm during term time. The setting also offers care during the school holidays and is open Monday to Friday from 8am to 5.45pm. The setting as a whole closes for bank holidays and the week between Christmas and New Year. There are currently 113 children on roll. Of these, 25 are in the early years age group. There are nine members of staff, including the manager, who work directly with the children. All hold appropriate early years qualifications at level 3. The setting provides funded early education for two-, three- and four-year-old children, and receives support from the local authority.

What the setting needs to do to improve further

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

- review how circle time is organised, so that all staff are on hand to support younger children's full engagement and participation to enhance their listening and social skills
- enhance children's independence skills even further, for example, by allowing them time to put on their own outdoor boots and coats, and by enabling children to access the bathroom sinks more easily.

Inspection judgements

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

Staff demonstrate a good understanding of the Early Years Foundation Stage and how children develop and learn. All key persons know their children well and plan a varied range of purposeful experiences to meet the individual's needs. Staff use ongoing observations and assessments to successfully identify children's capabilities, interests and what they need to do to progress or where they may need additional support. They use these together with information gathered from parents to identify the next steps in children's learning. As a result, activities are planned to securely build on what children know and can do. Staff encourage parents to take an active part in their children's learning through the regular exchange of information. Key people speak to parents at the

start and end of each day, keeping them up to date with their children's progress and achievements. Children's learning journals are also shared with parents, which provides them with key information on their children's ongoing development. Staff complete the progress check for children aged between two and three years and involve parents in the discussions about their child's strengths and any areas of developmental concern. This successfully nurtures partnerships between staff and parents, and ensures that children receive the appropriate support to meet their learning needs.

Children's communication and language skills are developing well as they chat away to both staff and their peers throughout the session. They excitedly talk about the fireworks and staff use appropriate questioning skills. For example, they ask children questions, such as, 'what sound do you think they will make?' This supports children's thinking skills, as well as promoting communications skills, self confidence and self-esteem; key skills which are needed in readiness for school. Staff continually encourage children to learn by leading their own play, and by taking part in play which is guided by adults. For example, children thoroughly enjoy creating their firework pictures. Staff provide children with a range of brushes and sponges that inspire them to experiment, and actively encourage them to follow their own ideas, such as painting their hands to explore its texture. Children have access to a range of writing materials and chalk boards which provide them with opportunities to practise their early writing skills. Staff provide good opportunities for children to come together to enable them to listen to stories, or to share their news, for example, during circle time. This helps to develop children's social skills, as well as their communication and language. However, occasionally circle time does not always consistently reflect the individual needs of all children, especially the younger children. This is because not all staff sit with the children to help encourage the younger ones to focus and to fully maximise their listening and social skills. In spite of this, all children make consistently good progress from their starting points.

Staff support children's understanding of number and shape through daily routines and during play, such as matching and sorting shapes and colours, singing relevant rhymes and counting toys and objects. They provide an ample selection of resources and opportunities for children to familiarise themselves with information and communication technology, including a computer and various interactive toys. The playgroup and after school club share the school's playing field, as well as their allotment garden. The out of school club children learn through trial and error that not everything they plant is successful, as discovered when their pumpkins failed to grow. Despite that, their disappointment was short lived as all the children enjoy harvesting their sweet corn and peas. Outdoor play is a strong feature and staff take every opportunity to take advantage of the school's wooded grounds to support children with developing their physical skills. Here they collect twigs and logs to make pretend bonfires. They dig in the large sand pit and are eager to climb and practise their balancing skills. Children also use many small tools, such as paintbrushes and rollers, developing their concentration and hand and eye coordination.

Children enjoy their time at the playgroup, arriving happily as the enthusiastic staff greet them and their parents on arrival. Parents are encouraged to share what they know about their children's needs and interests at the beginning of the placement. This ensures that each key person has all the knowledge and information they need to help children settle quickly and provide activities that interest them. Consequently, children feel secure and cope well with the move from home to playgroup. Staff equally manage children's move to nursery or school well through the use of stories and discussions. They have established effective partnerships with the host nursery and school. Teaching staff are invited to visit the playgroup to meet the children prior to their move. As a result, children become familiar with their new carers and gain confidence as they move to the next stage of their learning. Children also become aware of the school environment and school routines as most of them visit the school hall to have their lunch.

The playgroup is warm, welcoming and well organised. Toys and resources are attractively laid out and children have easy access to them. Consequently, they are able to make free choices about their play. Children are confident when exploring the activities that are available to them and discovering for themselves what they can do. However, occasionally staff are a little too eager to do things for the children. For example, staff automatically take children's shoes off and put their wellington boots on before they have had an opportunity to attempt this themselves. Consequently, staff do not maximise all opportunities to further develop children's independent skills. Throughout the session, staff provide good levels of support to help children to manage feelings and behaviour. They model good manners and treat children with kindness and respect and make boundaries clear. As a result, children understand what is expected of them and behave well. Children show pride in their achievements which are celebrated with stickers, and this raises children's sense of esteem.

Staff provide a safe and happy place for all children who attend the playgroup, breakfast and after-school club. This enables children to get ready for learning at the start of the day and to relax at the end of the day. Staff promote children's good health well, always taking their dietary needs, allergies and preferences fully into account. They teach children to develop good personal skills as part of a healthy lifestyle. Consequently, children understand the need to wash hands after messy play, outdoor play and before snack. However, for some of the playgroup children the bathroom sinks and paper towel dispensers are too high and this makes it difficult for them to reach the taps and be truly independent. Fruit, milk and water is supplied at snack time and staff talk to them about the importance of eating healthy foods, such as fruit and vegetables. Children are also offered a healthy cooked meal which is served in the school hall. Children benefit from fresh air and exercise because they have lots of opportunities to play outdoors. Children are involved in routine activities to develop their understanding of safety, such as tidying the toys away so that others do not trip. They take part in the fire drill which is practised regularly so they know how to exit the premises in an emergency. Therefore, children learn to understand danger and how to assess and manage risks safely.

provision

The manager, playgroup leader and staff fully understand their collective roles and responsibilities in promoting the safety and welfare of the children. A broad range of written policies and procedures, including a safeguarding policy, support the safe and effective management of the provision. Clear recruitment procedures mean that all staff are checked for their suitability to work with children. Good priority is given to safeguarding children. All staff undertake regular training and have a secure understanding of child protection issues. They are aware of possible symptoms of children at risk and know the procedures to follow if they are concerned about a child in their care. Risk assessments have been devised to minimise hazards in the setting and for outings, and a system of daily checks is in place. This contributes significantly to each child's safety. Regular staff supervisions and appraisals provide support and coaching for staff, while also helping to ensure that staff remain suitable to work with young children. Most members of staff have completed recent training in paediatric first aid so that both the playgroup and after school club includes a first aider. The manager and playgroup leader demonstrate a good understanding of their responsibilities in relation to the learning and development requirements. Consequently, planning of activities and assessment of children are consistent and precise and display an accurate understanding of all children's abilities and progress. This also means that staff are able to quickly identify children who would benefit from additional support.

Children benefit from the good relationships staff establish with their parents. Parents receive detailed information about the playgroup and out of school club, and have access to the policies and procedures. They are encouraged to share information and their thoughts with staff through discussion, and by recording them in their children's daily diary, which they do confidently. Parents are also invited to attend termly meetings to discuss their children's progress with their key person. This helps to enhance relationships and ensures continuity of care and learning. Positive verbal comments from the parents show how happy they are with the care and learning their children receive. They report that their children are very happy and well equipped with the skills they will need when they start school. Parents really appreciate the hard working staff and feel that they are very approachable and easy to talk to. The staff team build effective partnerships with the host school to support children when they transfer to nursery or school. The management committee and staff team work together to evaluate their strengths and weakness. Parents and children's views, opinions and comments are sought as part of this process. Staff also welcome the advice given from the local authority advisor who works with them to put in place action plans that will help them to address areas for development. This ensures, they are constantly challenged to further improve their skills and outcomes for children. All recommendations from the previous inspection have been successfully addressed. This demonstrates the playgroup's commitment to continuous improvement.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	301878
Local authority	Northumberland
Inspection number	876667
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	113
Name of provider	Tic Toc Club Ltd
Date of previous inspection	29/09/2011
Telephone number	01665 606 032

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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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