

Tick Tock Pre-School

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



Inspection date

20 April 2015

Previous inspection date

24 June 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- The quality of teaching is poor. Staff do not adequately engage with children to support their learning. Therefore, children are making limited progress and do not obtain the necessary skills in readiness for school.
- Children are not safeguarded appropriately because some staff do not know the procedures to follow if they have a concern about a child in their care.
- Staff have a poor understanding how to manage children's behaviour. Therefore, children do not know how to cooperate and negotiate with others.
- Children with special educational needs and/or disabilities receive poor support and engagement from staff to promote their all-round development.
- During group activities, children of different abilities do not receive sufficient support to meet their individual learning needs.
- Children are not emotionally prepared for the move to school because staff do not provide sufficient resources and planned activities to support this.
- The leadership and management of the pre-school do not monitor the effectiveness of staff practice. Staff are not aware of their roles and responsibilities. Therefore, ongoing training and development for staff is not prioritised to provide better outcomes for children.

It has the following strengths

- Children's physical well-being is promoted appropriately. They receive healthy snacks and they learn about appropriate hygiene procedures.
- Children enjoy fantasy and role play by using resources and space, both inside and outside, to act out daily routines and fictitious characters.

What the setting needs to do to improve further

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

- improve the quality of teaching by staff developing their knowledge of how to engage with children and to implement planned, purposeful play through a mix of adult-led and child-initiated activities to promote all areas of learning
- ensure management and staff have the skills, training and knowledge to fulfil their roles and responsibilities within the pre-school to promote children's learning and development and safeguarding and welfare
- ensure all staff have a clear knowledge of the steps to take if they have a concern about a child in their care
- develop staff's behaviour management skills to ensure children's behaviour is managed in an appropriate way
- ensure arrangements are in place to support children with special educational needs and/or disabilities
- ensure effective supervision and monitoring of staff provides support, coaching and training to foster a culture of continuous improvement.

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

- develop the organisation of large group activities to provide children of differing abilities with the challenges and support that they need to progress
- extend the resources and planned activities to prepare children emotionally for their move to school.

Inspection activities

- The inspector observed activities and children's play in the main hall and the outside learning environment.
- The inspector conducted a joint observation with the manager/owner.
- The inspector held a meeting with the room leader and the manager/owner.
- The inspector sampled children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children and sampled documentation, such as attendance records.
- The inspector took account of the views of several parents and carers spoken to on the day.

Inspector

Claire Parnell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

The quality of teaching is poor because staff do not know how to provide children with experiences through a balance of child-initiated and adult-led learning. Children's needs are not met because they receive very little interaction and engagement from staff and are left to play by themselves. Staff do not engage with them to question their thinking or to promote their play for a purpose. Therefore, children do not receive the support and challenges to move them on to their next stages of learning. Children move freely around the hall and make choices in their play, acting out their fantasies and roles that they see in everyday life. Observations and assessments are carried out appropriately. Starting points are gained and are sometimes used to plan for children's next steps. However, there is no named Special Educational Needs Coordinator at the pre-school. Staff do not have the knowledge or skills to support children who attend with special educational needs and/or disabilities. As a result, these children receive very little focused attention from staff and are not making enough progress. Staff provide regular updates for parents about their children's progress. During some group activities, such as listening to a story, children's learning is disrupted due to staff's limited understanding of appropriate use of routines. This breaks children's concentration as they are sent to the bathroom to prepare for lunchtime. Less able children receive limited support to sustain their interest in the story, while more able children do not receive the challenges to stretch their learning further.

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

Children's emotional well-being is not effectively promoted. Children do not gain the support they need to learn about cooperation and negotiation. This is due to the staff's limited understanding of how to manage children's behaviour appropriately, for example, through explanation and discussion. Staff only supervise children in the hall, rather than engage them in purposeful play. This also has a negative impact upon children's self-motivation to learn as children do not see the benefits of working alongside and with others in a positive manner. Staff have initiated links with local schools; some are more successful than others. However, the staff do not have resources, such as school uniforms or photographs of the school, to prepare children for the move to their next place for learning. Children enjoy daily fresh air and exercise and take part in activities that develop their physical skills appropriately. Children have better learning experiences outside as staff talk to the children and support their understanding of safety. Children learn appropriate hygiene practices through daily routines. They know which foods help them to stay healthy because staff talk to them about this at snack and lunchtime.

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

Leadership and management are ineffective. The monitoring of staff practice, knowledge and the quality of teaching is not robust and so practice within the pre-school is poor. The management team do not have a clear understanding of the requirements of the Early Years Foundation Stage. Staff are not aware of their roles and responsibilities. This results

in staff not knowing what other staff are doing and what their roles are. For example, some staff are not aware of the role of a Special Educational Needs Coordinator or how this role supports children's needs. On occasions, the deputy leaves her duties to work in the community cafe next door. Children are not safeguarded appropriately. Some senior staff have attended higher levels of training and have a clear knowledge of procedures to follow. However, other staff have a poor understanding of what to do if they have concerns about a child in their care. The management team does not monitor the educational programme or evaluate the staff's knowledge and implementation of expected practices. As a result, staff have attended very little training since the last inspection in order to support children to make progress. Most of the actions and recommendations from the last inspection have not been addressed. Nevertheless, parents make positive comments about their children being happy in the pre-school. They know who their child's key person is and receive regular information about their child's day.

Setting details

Unique reference number	EY380639
Local authority	Essex
Inspection number	981395
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	38
Name of provider	Paula Jeanne Brown
Date of previous inspection	24 June 2014
Telephone number	01268 540519

Tick Tock Pre-School was registered in 2008. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and 3, The pre-school opens from Monday to Friday, term-time only. Sessions are from 9.15am until 2.45pm. The pre-school provides funded early education for three- and four-year-old children. Children with special educational needs and/or disabilities attend the pre-school.

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