

# Tick Tock Pre-School

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



<b>Inspection date</b>	29 September 2015
Previous inspection date	20 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Assessments of individual children's learning are not consistently precise or effectively checked to make sure they are used accurately.
- Management are not consistently checking that all key persons complete the required progress check for children aged between two and three years.
- Staff miss opportunities to encourage parents to support children's learning in the pre-school and at home.
- Children do not always have enough opportunities to learn about diversity, and people and communities beyond their immediate experience.

### It has the following strengths

- Management and staff have made positive changes since the last inspection to develop and improve practice. They have worked closely with the local authority advisers and have undertaken training to support their understanding of the Early Years Foundation Stage. The actions raised at the last inspection have been addressed.
- Children are happy, confident individuals who enjoy positive relationships with staff. They settle in quickly because routines and procedures are carefully considered to support children's emotional well-being.
- The learning environment has been effectively reorganised so that children can select their resources, make decisions in their play and follow their own interests.
- Staff use appropriate risk assessment and daily checks of the indoor and outdoor environments to secure children's safety.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure that staff consistently complete precise assessments and identify accurate next steps in learning to help plan motivating activities matched to children's learning needs	31/10/2015
■ ensure that the progress check for children between the ages of two and three years is consistently completed and shared with parents when appropriate.	31/10/2015

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

- enhance communication with parents so they are fully aware of children's activities and become more engaged in their children's learning, both in the pre-school and at home
- extend the opportunities for children to learn about and value differences within their community and beyond.

### Inspection activities

- The inspector observed the quality of teaching during indoor activities, accompanied staff and children on an outing to a nearby park and assessed the impact these experiences have on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, deputy, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Patricia Champion

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Management and staff have a clear knowledge and understanding of child protection policies and procedures. Robust recruitment and vetting procedures ensure that all staff are suitable to work with children. Management use self-evaluation appropriately. Focused action plans have been implemented to move the pre-school forward and improve the quality of care and learning. The new arrangements for supervision and performance management are starting to show positive improvements. Staff are very keen to attend further training and improve the level of their qualifications. However, since the last inspection, there has been a change of staff. Management have not been rigorously checking that all assessment information and the required progress reports are up to date. This means that new key persons do not always have the precise information they need to quickly identify gaps in children's development. They are not always able to consistently plan challenging activities based on children's next steps in learning.

### **Quality of teaching, learning and assessment requires improvement**

Staff have an appropriate understanding of how children learn. They promote the seven areas of learning through a range of suitable activities. Children enjoy themselves at the pre-school and learn by doing things that particularly interest them. Staff use appropriate strategies, such as conversations and questioning, in order to develop children's communication and language. Children who speak English as an additional language receive appropriate intervention and staff use visual clues to support their understanding. Although the quality of ongoing assessment is variable, staff obtain clear information from parents about their children's capabilities when they start. Parents are invited to attend consultations with key persons to discuss their children's progress and achievements. However, information shared with parents does not yet include sufficient detail about the daily activities. New guidance to help parents support their child's learning further has not yet been put into practice.

### **Personal development, behaviour and welfare require improvement**

Children learn how to adopt healthy lifestyles. They participate in a range of relevant topics and enjoy nutritious snacks. The daily outing includes physical activity to ensure that children learn about the importance of exercise and the effect this has on their body. Children behave well as staff are calm, positive role models and provide them with clear boundaries. They learn how to treat each other with respect and understanding. However, children have fewer opportunities to think and talk about the lives of people, families and communities beyond their own experiences.

### **Outcomes for children require improvement**

Children make steady progress in their learning and development. However, staff do not always plan quickly enough for any gaps in children's knowledge to make certain they can all make consistently good progress. Nevertheless, children are well supported to develop skills in readiness for starting school. Staff capably use the daily routines to support children's independence and build their confidence in managing personal care needs.

## Setting details

<b>Unique reference number</b>	EY380639
<b>Local authority</b>	Essex
<b>Inspection number</b>	1013477
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Paula Jeanne Brown
<b>Date of previous inspection</b>	20 April 2015
<b>Telephone number</b>	01268 540519

Tick Tock Pre-School was registered in 2006. The pre-school employs six members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 and one member of staff holds a qualification at level 2. The pre-school opens from Monday to Friday during school term times. Sessions are from 9.15am until 2.45pm. The pre-school provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language.

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