

# Tic Tots Day Nursery and Creche



Sure Start Preston West, Ainsdale Drive, Ashton-on-Ribble, PRESTON, PR2 1TU

<b>Inspection date</b>	5 October 2015
Previous inspection date	25 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff establish close partnership working with parents, the host school and other professionals. This provides children with a consistent approach to their learning and development, including ideas for parents to support children's learning at home.
- The quality of teaching is good. Staff use a range of effective strategies to promote all areas of children's learning and development. Staff know their children well and help them to be ready for the next stages in their learning.
- Children are supported well to develop their independence skills and manage their own personal needs. They make friends easily and enjoy their time at the nursery.
- All children, including those who speak English as an additional language, disabled children and those with special educational needs, are making good progress from their starting points.

### It is not yet outstanding because:

- The manager does not use highly effective methods of staff supervision and performance management, in order to raise children's achievements to the next level.
- Staff do not organise activities and routine tasks so that they are able to offer all children high levels of support and interaction to raise the quality of teaching even higher.

## What the setting needs to do to improve further

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

- plan routines and learning programmes to ensure that they have sufficient depth, breadth and challenge and reflect the needs and interests of all children throughout the day
- build on the supervision and performance management arrangements to include a more highly targeted focus on professional development to support staff to improve the quality of teaching and learning in the nursery even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures and the nursery's self-evaluation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager.

### Inspector

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team has a robust understanding of their responsibilities in meeting the statutory requirements. The views of children, parents and staff are sought regularly and used to focus on priorities for improvement. Most staff hold relevant childcare qualifications and there is an effective programme of ongoing training. The manager has begun to implement further ways to develop supervision and performance management arrangements to improve the quality of teaching even further. Accurate assessment documents, including the progress check for children aged between two and three years, are completed. These ensure that appropriate interventions can be identified and secured promptly.

### Quality of teaching, learning and assessment is good

There is a sharp focus on helping children to acquire communication and language skills. For example, staff use rhymes, songs and stories to encourage children to talk about their experiences and to introduce them to new words. Staff encourage children to develop their critical-thinking and problem-solving skills by introducing a range of mathematical concepts into children's play. Most of the time, staff provide fun activities that enthuse and interest children. However, on occasion, particularly during routine activities, staff are not always deployed effectively and do not always notice when children are not fully engaged in activities. Children's physical and personal, social and emotional development skills are promoted very well and this gives children the foundation they need for their future learning.

### Personal development, behaviour and welfare are good

The key-person system is effective. Staff establish close partnership working with parents to ensure that children's care needs and routines are met, and this contributes to children settling in quickly. Staff are good role models and use a range of effective strategies to promote positive behaviour. Children understand about expectations and play cooperatively together. The environment is planned well to meet children's interests. Staff provide a range of resources for children to explore and investigate and develop their curiosity in the world around them. Children enjoy vigorous exercise and develop confidence as they practise their large-muscle skills using a range of toys and equipment. They develop a growing understanding of how to keep themselves safe and healthy, and enjoy nutritious meals and snacks that are prepared freshly on the premises. Children are confident and self-motivated and their physical and emotional well-being is promoted well.

### Outcomes for children are good

All children are making good progress towards the early learning goals and develop the skills ready for their move to school. Children have an eager disposition towards learning. They are well prepared for their next stages in learning and for school.

## Setting details

<b>Unique reference number</b>	EY425748
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	852616
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	56
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Thompson (TIC TOTS) Partnership
<b>Date of previous inspection</b>	25 October 2011
<b>Telephone number</b>	01772 739412

Tic Tots Day Nursery and Creche is run by a partnership and was registered in 2011. It operates within the purpose built nursery unit in a children's centre in Ashton-on-Ribble. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications to at least level 2, which includes nine who hold a qualification at level 3. The nursery opens from Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language, disabled children and those with special educational needs.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

