

# Tik-Tok Nursery

The Boulevard, Holmes Drive, Gateshead, Tyne and Wear, NE10 0DJ



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 15 February 2016 |
| Previous inspection date | 17 July 2012     |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Inadequate</b> | <b>4</b> |
|---|-------------------------|-------------------|----------|
|   | Previous inspection:    | Outstanding       | 1        |
| Effectiveness of the leadership and management                |                         | Inadequate        | 4        |
| Quality of teaching, learning and assessment                  |                         | Good              | 2        |
| Personal development, behaviour and welfare                   |                         | Inadequate        | 4        |
| Outcomes for children   |                         | Good              | 2        |

## Summary of key findings for parents

### This provision is inadequate

- The manager and staff are not aware of the correct procedure to follow in the event of an allegation being made about member of staff.
- Occasionally, staff do not recognise opportunities to challenge and extend older children's mathematical skills.
- Staff do not always make the most of opportunities that enable them to work directly with their key children.

### It has the following strengths

- The quality of teaching is good. The well-qualified staff team has a secure understanding of how children learn and develop. They make good use of their accurate assessments of children, in order to plan relevant activities that support them in making good progress in their learning
- Children who speak English as an additional language, disabled children and those with special educational needs make good progress. They are supported through positive interactions and through detailed planning, which is adapted to meet their individual needs.
- Staff have strong partnerships with parents, other providers, agencies and local schools. They work well together to meet children's individual needs and provide additional support. Staff are effective in their communication with parents and involve them in children's learning.
- The nursery is extremely welcoming and inclusive. Staff are warm and caring and provide children with lots of support and praise. This helps children to develop close emotional attachments with the adults caring for them. Children behave well and develop strong relationships with one another.

## What the setting needs to do to improve further

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

#### Due Date

- ensure that an appropriate safeguarding policy is in place and that the manager and staff fully understand the correct procedures to follow in the event of an allegation being made against a member of staff. 29/02/2016

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

- enhance opportunities for older children to develop and extend their mathematical skills in everyday situations and play
- provide more opportunities for key persons to spend more time with their key children and key groups.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector talked to children and staff throughout the inspection.
- The inspector completed a joint observation with the Early Years Practitioner.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as, the nursery's policies, self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Janet Fairhurst

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

The arrangements for safeguarding are ineffective. The manager and staff do not have a secure understanding of the correct procedures to follow, in the event of an allegation being made against a member of staff. This has a negative impact on children's safety and welfare. There are effective recruitment procedures in place to help ensure that only suitable people look after children. The manager and senior team have well-organised systems for the continual assessment and development of staff. They monitor children's progress well to help identify any gaps in children's learning and staff act swiftly to address these. Self-evaluation, including the views of staff and parents, is used to identify strengths and some areas for development. However, it fails to identify weakness in the provision where legal requirements are not met.

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

Teaching is good. Staff make good use of accurate and precise observations of children's learning. This information is used to plan meaningful activities to help promote children's development to the next stage in their learning. Babies and toddlers have access to an interesting range of resources that enables them to make choices about their play and learning. All children are making good progress in their communication and language skills. Staff promote children's expressive arts and design skills well. For example, older children use their imagination as they line up chairs and pretend they are on a roller coaster. Younger children develop control and coordination of their hands as they use a range of tools to make marks and fill containers with sand. Staff share ideas and resources with parents to support children's learning at home.

### **Personal development, behaviour and welfare are inadequate**

Children's welfare and well-being are compromised due the weakness in leadership and management. Nevertheless, other aspects of children's welfare are effectively implemented. Children behave well. Staff sensitively remind them of expected behaviour and provide them with clear explanations. This helps children to play cooperatively with their friends and they are encouraged to share, take turns and be kind to one another. Staff work well with parents to ensure that children's individual care needs are met. There are good arrangements in place to help children to move seamlessly on to school, and when they move between rooms. Older children demonstrate a real sense of responsibility for their environment. They eagerly help to tidy away the toys and activities that they have been playing with. Outdoor play and the provision of nutritious meals contribute towards children's ability to exercise and be healthy. Staff actively ensure that the environment is safe and secure at all times. They are very vigilant and conduct regular risk assessments as part of keeping children safe.

### **Outcomes for children are good**

All children are making good progress from their starting points. They grow in confidence and develop the skills they need in readiness for their move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY280730  |
| <b>Local authority</b>             | Gateshead   |
| <b>Inspection number</b>           | 1030313   |
| <b>Type of provision</b>           | Full-time provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 12  |
| <b>Total number of places</b>      | 100   |
| <b>Number of children on roll</b>  | 184   |
| <b>Name of provider</b>            | Hawks Road Community Nursery Ltd  |
| <b>Date of previous inspection</b> | 17 July 2012  |
| <b>Telephone number</b>            | 0191 4786684  |

Tik-Tok Nursery has been registered since 2004. The nursery employs 38 members of staff. Of these, six hold appropriate early years qualifications at level 2, and 31 hold appropriate early years qualification at level 3 or above. One member of staff has gained Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30 until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs, and children who speak English as an additional language.

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

