

Tick Tock Day Nursery

134 Halesowen Road, Old Hill, CRADLEY HEATH, West Midlands, B64 5LS



Inspection date

11 May 2016

Previous inspection date

19 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The manager checks the activities provided and makes sure all relevant areas of learning are included in the planning. Staff regularly assess children's achievements. Any gaps in children's learning are quickly identified and set as a focus.
- Partnerships with parents and schools are good. Staff have developed links with the local authority advisors, including those who support children with special educational needs or disability. This helps them to identify accurate targets for driving ongoing improvements to make sure that all children are provided with the challenge and support they need to make good progress.
- Staff are consistently sensitive and responsive to children. Children develop strong emotional attachments with the staff. This helps to build children's self-confidence and promotes their sense of security and belonging within the nursery.
- Respect for cultural diversity is strong within the nursery. Children learn about their own cultures and faiths and those of others in their community. Children who speak English as an additional language are well supported. They have opportunities to speak their home language within the nursery, enabling them to make links with the English vocabulary they are learning.

It is not yet outstanding because:

- Staff do not provide enough opportunities for toddlers to enjoy the sensory and physical experience of making marks to help them on the journey of developing pre-writing skills.
- Staff do not consistently support parents to share information about what their child knows and can already do when they first start at the nursery to help inform the assessments of the starting points for future learning.

What the setting needs to do to improve further

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

- provide interesting and challenging opportunities for children in the baby room to enjoy the sensory and physical experience of marking marks
- gather more information from parents about their child when they first start and use this to help inform the assessments of the starting points for children's learning.

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 looked at children's assessment records and the planning documentation.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the nursery's own parental survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff successfully identify and minimise any potential risks to children. There is always at least one person in the nursery who has a current, paediatric first-aid certificate and who can respond appropriately to accidents or injuries. Staff's good knowledge of the signs of abuse and awareness of their responsibilities to protect children from harm helps ensure that children are safeguarded. The owner successfully implements a range of good policies and procedures, which supports children's health, safety and well-being. There are good arrangements in place to ensure that adults are suitable to work with children from the outset. Staff have regular, individual support meetings where they can discuss their future training requirements. Their practice is monitored to ensure children receive high-quality teaching that promotes their good progress. Information about children's learning and care needs is regularly shared with parents. The owner ensures all information held by the nursery regarding children, parents and staff remains confidential at all times.

Quality of teaching, learning and assessment is good

Staff understand and use a wide range of teaching strategies that successfully develops the vital skills children need for school. Babies enjoy exploring a range of real, working, everyday fixtures. Door handles, door chains and light switches are fixed to the wall at child height, inviting babies to investigate. This helps build on their curiosity and promote their physical development. During such activities staff use commentary to extend younger children's understanding of language. Toddlers enjoy making marks with sand, paint and pencils. Staff develop children's communication skills by introducing new vocabulary and using questions that challenge children to think. Older children enjoy literacy sessions where they are encouraged to write their names and to hear and say the initial sound in their name. During such activities staff demonstrate how to write and support children's efforts at forming letters.

Personal development, behaviour and welfare are good

Staff are deployed effectively to ensure children are well supervised and that ratios are met at all times. They have completed training on promoting children's positive behaviour. This includes the use of effective strategies and positive role modelling to promote good behaviour. Meals and snacks provided for the children are nutritious and well balanced. There are good procedure for ensuring children with allergies or special diets have their individual needs met. Children take manageable risks in their play as they use the climbing equipment outside. Children laugh excitedly as they chase each other while riding the two-wheeled bicycles.

Outcomes for children are good

All children make good progress from their starting points. Children are encouraged to make their own choices and establish their own ideas as they learn new concepts and solve problems. They are well prepared for the next stage in their learning, such as school.

Setting details

Unique reference number	EY268507
Local authority	Sandwell
Inspection number	1050741
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	119
Number of children on roll	203
Name of provider	Tick Tock Day Nursery Ltd
Date of previous inspection	19 April 2013
Telephone number	01384 567666

Tick Tock Day Nursery was registered in 2003 and is managed by a private limited company. The nursery employs 21 members of childcare staff. The manager holds an appropriate early years qualifications at level 6. A further 14 members of childcare staff are qualified at level 3 and one at level 2. The nursery opens from Monday to Sunday all year round. Sessions are from 7.30am until 9pm Monday to Friday and from 9am to 1pm on Saturday and Sunday. 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 and children with special educational needs or disability.

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