

Tick Tock Pre-School

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



Inspection date

28 June 2016

Previous inspection date

29 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, the management team has made successful improvements and implemented positive changes. These have improved the assessments of children's development, as well as raised the quality of teaching and learning.
- Children play in a relaxed and welcoming environment. They participate in a broad range of activities that reflects their interests. Children are motivated to join in and are enthusiastic learners. They make good progress in their development.
- Effective deployment of staff and a well-established key-person system help children to form strong, secure and emotional attachments. This helps them to be emotionally ready for their future learning.
- Staff have good relationships with parents. They encourage parents' involvement in the pre-school and keep them well informed about their children's care and learning. Parents speak highly of staff, the activities and the progress their children make.

It is not yet outstanding because:

- Findings from the monitoring of staff's practice are not always used effectively to develop sharply focused professional development plans that help staff to continually build on their individual teaching skills.
- The manager does not always effectively check the progress of different groups of children, in order to identify and close gaps in teaching and learning more quickly.
- Opportunities for children to explore a greater range of natural objects are not yet maximised.

What the setting needs to do to improve further

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

- strengthen the evaluation of staff's teaching so that specific areas of improvement can be identified as part of their targeted professional development
- develop the focus on monitoring the assessment of different groups of children to ensure they make the best progress possible
- provide children with greater opportunities to explore a greater range of natural resources.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector completed a joint observation with the pre-school deputy manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed suitability checks and good measures are in place to monitor children's attendance. Staff have a secure knowledge of the possible signs of abuse and the action they need to take if they have a concern about a child's welfare. Staff check the premises for hazards daily and take swift action to minimise risks. Staff have established secure links with local primary schools, which helps to promote continuity of care so that children are well prepared for the next stage in their learning. Ongoing self-evaluation by staff, who demonstrate an ambitious vision, means the pre-school continues to develop their provision.

Quality of teaching, learning and assessment is good

Staff complete regular assessments of children's learning and development. This information is used to plan meaningful activities to help promote children's progress to the next stage in their learning. The quality of teaching is good. Staff use a variety of teaching strategies to support children's individual learning styles. Staff extend their understanding of mathematical language by linking it into their play experiences. For example, as children work with play dough using cutters and scissors, they talk about different shapes and numbers and include counting. All staff effectively support children's language, communication and understanding through the use of good explanations, questioning and repetition. This gives all children, including those who speak English as an additional language, the opportunities to effectively communicate their knowledge and ideas.

Personal development, behaviour and welfare are good

Parents are very happy with their children's care. They comment that staff are amazing and support the family. They say staff teach children respect and to be positive and polite. Staff know children well and adapt their care to their individual needs. Staff support children's developing independence well. They sit with children at snack times and use the opportunity to engage them in conversations about their home lives. Children form strong friendships and frequently talk about people who are special to them. Staff are good role models and manage children's behaviour effectively. They are calm and praise children appropriately throughout the session. Children readily go to staff for support when necessary. Staff provide children with good opportunities to develop their physical skills, both indoors and outdoors. Children learn to take measured risks. For example, they climb and balance on the climbing equipment and negotiate space well outdoors.

Outcomes for children are good

Children are happy, keen to learn and enjoy spending time in the setting. All children make good progress from their starting points. Children's literacy development is well supported. They have opportunities to share books, recognise sounds and letters and practise early writing skills in role play.

Setting details

Unique reference number	EY380639
Local authority	Essex
Inspection number	1029835
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	56
Number of children on roll	39
Name of registered person	Paula Jeanne Brown
Registered person unique reference number	RP513446
Date of previous inspection	29 September 2015
Telephone number	01268 540519

Tick Tock Pre-School was registered in 2006. The pre-school employs seven members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 and three 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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