

Tick Tock Daycare Limited

Tockwith C of E Primary School, Southfield Lane, Tockwith, YORK, YO26 7RP



Inspection date

3 February 2017

Previous inspection date

20 September 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 quality of teaching is good. Staff provide a wide range of activities and experiences that appeals to children. They follow children's lead as they play and learn and adapt and extend activities to challenge them appropriately. At times, activities delivered by those staff with higher qualifications are inspiring and innovative.
- Staff observe children at play, which helps them to identify their strengths and interests. They plan activities that encourage children to develop new skills and build on what they already know and can do.
- Effective arrangements are in place to reflect on practice and evaluate all areas of provision. The manager works with staff and parents to identify areas for improvement to help improve outcomes for children.
- Staff have formed effective partnerships with the school where they are located and they share information about children's achievements and progress. Children benefit from visiting schools to join in with playtimes and other events. This helps to prepare them for when they move on to the Reception class.
- Children form trusting bonds with attentive staff who offer them plenty of praise and encouragement. This helps to promote children's emotional well-being and contributes to the confidence and self-esteem they demonstrate.

It is not yet outstanding because:

- The manager does not fully share information gained from assessments of children's progress to help staff monitor the attainment of different groups of children that attend.
- Sometimes, staff do not provide enough opportunities for babies and pre-school children to practise moving in a range of ways, such as pulling themselves up, climbing and balancing.

What the setting needs to do to improve further

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

- use the information gathered from assessments of children's progress even more effectively to monitor the attainment of different groups of children
- provide more opportunities for babies and pre-school children to move in a range of ways and promote their developing physical skills to the highest levels.

Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the deputy manager.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation and evidence of the suitability checks carried out on staff working in the nursery.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

There are effective arrangements to support and supervise the well-qualified staff. The manager encourages staff to continue with professional development. For example, they attend training courses, observe each other and share good practice. This helps to build on the already good quality of teaching. Safeguarding is effective. Staff know what to do if they have a concern about a child's welfare. Risk assessments of all areas and activities help keep children safe in the setting. Staff undergo first-aid training which helps them to deal with children's accidents swiftly and appropriately. Partnerships with other agencies and professionals are good. They help to provide a consistent approach to children's learning and help staff to meet the individual care needs of children well.

Quality of teaching, learning and assessment is good

Staff consider children's different learning styles and preferences when they plan. They provide a good balance of adult-led activities with a key person as well as opportunities for children to lead their own learning. Staff support children's communication and language development well. They use a range of skilful interactions that encourages children to think and describe their ideas. Children predict and solve problems as they play. For example they experiment to see whether an egg which they have designed as Humpty Dumpty, will crack open when it lands on different surfaces. Babies benefit from a range of sensory activities that encourages them to investigate and explore. Pre-school children practise their small-muscle skills as they manipulate a range of small objects at the 'tinker table'. This helps them to develop hand control to support their early writing skills.

Personal development, behaviour and welfare are good

Staff model good manners and are polite and respectful to the children and each other. They have a good understanding of how to manage children's behaviour. They provide them with consistent boundaries, such as golden rules of good behaviour. Children respond positively and behave well. All children benefit from plenty of fresh air and nutritious meals and snacks. School-aged children take part in sports and games that promote regular exercise. This helps to promote their physical health and well-being. Staff support children to meet their own self-care needs. Children take care of their own belongings and help to serve meals and snacks, promoting their independence, which helps to prepare them for when they move on to school.

Outcomes for children are good

Children are enthusiastic to join in with activities. They become engaged and enjoy their learning. They share, cooperate with others and develop friendships with their peers. They listen, pay attention to staff and follow instructions eagerly. This demonstrates a positive attitude and motivation to learn that helps to prepare them for school. All children, including those who have special educational needs and disabilities, make good progress. Most are working within the range of development expected for their age. Pre-school children develop key skills in literacy and mathematics that help to prepare them for later learning. For example, they count bricks to build a wall as they act out a well-known story. They identify letters and numbers during play and attempt to write their names.

Setting details

Unique reference number	EY461169
Local authority	North Yorkshire
Inspection number	1066817
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 - 10
Total number of places	71
Number of children on roll	90
Name of registered person	Tick Tock Daycare Limited
Registered person unique reference number	RP532485
Date of previous inspection	20 September 2013
Telephone number	01423359188

Tick Tock Daycare Limited was registered in 2013. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above, one member of staff has early years professional status and one holds qualified teacher status and a member of staff has a level 3 Playwork Qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery cares for children who have special educational needs and disabilities.

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