

TicTots Day Nursery & Creche



Total Fitness, West Strand, PRESTON, PR1 8UY

Inspection date	24 February 2017
Previous inspection date	9 December 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

- Children's behaviour is excellent. They know what is expected of them and they follow very clear routines from an early age. Staff consistently encourage children's good manners and praise them for attentive listening.
- Children grow in confidence and feel empowered to do things for themselves according to their stage of development. Pre-school children have a particularly good understanding of hygiene procedures and they are very independent in self-care tasks.
- Staff provide experiences that are accurately matched to babies' ages and stages of development. They know how to provide challenge for babies to help them learn.
- Staff provide a gradually broadening range of experiences to help children become prepared for school when the time comes.
- Staff communicate with parents in a variety of ways. They regularly share strategies to help support children's development. Parents report that they are kept well informed about their children's care and learning.
- The management team values and rewards the efforts of the staff team. Views of staff, children and parents are gathered to support good self-evaluation. The manager liaises with other settings and the local authority for continued support.

It is not yet outstanding because:

- The quality of teaching is not consistently at the highest level in order to support children to make more rapid progress.
- The manager is not yet highly effective in using assessment information about the progress made by different groups of children.

What the setting needs to do to improve further

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

- enhance staff knowledge and develop exceptional teaching skills through a clearly targeted programme of professional development
- make better use of the information gathered from assessments of the progress made by different groups of children, and help to further enhance outcomes for them.

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 manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation, including evidence of the suitability of staff working in the setting.
- The inspector reviewed the setting's self-evaluation.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a good understanding of their role in safeguarding. They know what may cause them concern about a child and what to do if they are concerned. The manager keeps up to date with the local authority procedures to help protect children from harm. Staff training is highly focused on promoting children's safety and welfare. Staff supervisions are in place and are generally effective. The manager and provider are proactive in dealing with any concerns or complaints that may occur. They work to understand the precise needs of children and their families. As a result, funding for children in receipt of the early years pupil premium is effectively used. The manager puts in place targeted support for children who have special educational needs and/or disabilities. She values effective collaboration with parents and external agencies to best meet children's needs.

Quality of teaching, learning and assessment is good

Staff observe and assess children's ongoing progress. They take into account their next steps in development and interests when planning experiences. The manager closely monitors the progress that individual children make, alongside staff who know them best. Staff use successful strategies to guide children who speak English as an additional language. Good quality sensory activities encourage babies to be active participators in exploratory play. Staff provide good support for children's physical well-being. They help children to develop their physical skills and attempt new challenges. For example, children show delight in managing to climb higher than before, with staff support.

Personal development, behaviour and welfare are good

Staff build strong attachments with children. They place high priority on promoting children's emotional well-being and understanding their feelings. Staff know how to make babies feel relaxed and this helps to encourage their engagement in learning. Times of change are managed very well and staff are sensitive to children's needs. Staff are calm and caring and children are highly responsive to them. Effective arrangements help to promote good continuity of care. Indoor learning environments are tailored to the developmental needs of babies, toddlers and pre-school children. For example, babies benefit from a range of sensory activities, home comforts and experiences to help them become more mobile.

Outcomes for children are good

Children are happy in their play and they develop a sense of belonging from an early age. Pre-school children are particularly inquisitive, friendly and chatty. Children are well supported to develop positive attitudes towards healthy lifestyles. Children who have special educational needs and/or disabilities are well catered for through a team approach. Those who speak English as an additional language and those in receipt of funding are well supported. They make good progress from their starting points and any gaps in learning are quickly closing.

Setting details

Unique reference number	EY367690
Local authority	Lancashire
Inspection number	1065105
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 - 4
Total number of places	42
Number of children on roll	61
Name of registered person	Thompson (TIC TOTS) Partnership
Registered person unique reference number	RP902254
Date of previous inspection	9 December 2013
Telephone number	01772 208728

TicTots Day Nursery & Creche was registered in 2008. The setting employs 11 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round, apart from two weeks at Christmas. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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