

Tick Tocks Nursery And After School Club

McLintocks, Summer Lane, Barnsley, South Yorkshire, S70 2NZ



Inspection date	29 June 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leaders are ambitious and determined to provide high-quality care and education. They thoroughly evaluate their setting and action taken to improve outcomes for children is carefully planned and effective.
- Children make very good progress in their learning, especially those with English as an additional language and those with special educational needs and/or disabilities. Accurate assessments are used to carefully plan challenging learning experiences.
- Partnerships with parents and other agencies are particularly strong and make a considerable contribution to children's well-being and good progress.
- Leaders systematically review all children's progress and use targeted interventions to make sure any gaps in progress for specific groups of children are closing.
- Children's good behaviour shows they feel safe and secure. Staff are strong role models and children quickly learn to understand risks, respond to simple boundaries and respect each other's ideas.

It is not yet outstanding because:

- Performance management for staff does not consistently include incisive evaluation of the quality of teaching to help deepen their understanding of how children learn.
- The outdoor environment is not always meticulously planned to ensure it promotes very high levels of curiosity, concentration and imagination for all age 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:

- introduce regular and incisive evaluation of staff's interactions with children to deepen their understanding of learning and drive the quality of teaching to outstanding
- enrich the outdoor environment that encourages all age groups of children to be highly motivated, curious and imaginative learners.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector spoke to children and staff throughout the inspection. She held a meeting with the management team.
- The inspector checked evidence of suitability and qualifications of staff working with children. She viewed documentation including the safeguarding policy and records relating to children.
- The inspector spoke to several parents and took account of their views.
- The inspector completed a joint observation with the manager.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

Leaders have welcomed support from the local authority to help them identify specific areas for improvement, including training to develop children's early mathematics. Children's progress is carefully checked to measure the impact of interventions for groups of children. Those who speak English as an additional language received targeted support that successfully improved their confidence and communication skills when working in groups. Safeguarding is effective. Leaders continually reinforce staff's knowledge of how to identify and deal with concerns about children's welfare. The nursery has established very effective partnerships with other agencies to ensure there is a robust approach to safeguarding children. Parents, staff and other professionals work extremely effectively together to identify the most appropriate strategies to support children with special educational needs and/or disabilities. The continuity between all those involved ensures that children make very good progress from their own individual starting points.

Quality of teaching, learning and assessment is good

Staff carefully create an indoor learning environment that is matched to children's needs and interests. Regular assessments of children's development make sure staff know exactly what children need to learn next. They then use simple themes and children's emerging interests to tailor learning experiences and challenge all children. Staff use the gingerbread man story to stimulate children's ideas and provide additional activities that build on their interests in textures and running. Good teaching supports older children to retell the story and encourages them to have their own ideas. Staff are responsive to children as they play and follow their leads. They use every opportunity to introduce new vocabulary, numbers and colours at an appropriate level for each child. Children enjoy being able to make their own choices and having the time to follow through their play.

Personal development, behaviour and welfare are good

Children are very happy and confident in nursery. They form strong bonds with staff who work closely with parents to help children settle. Parents are extremely pleased with the care their children receive and the welcoming atmosphere of the nursery ensures strong partnerships are quickly established. Staff are perceptive and identify appropriate moments to teach children about managing risks and keeping themselves safe. They provide detailed praise for good behaviour so children are learning how to be kind and listen to each other. Children learn about differences and staff sensitively help all children play together. The outdoor area and large indoor rooms provide children with space to get fresh air and enjoy more energetic games with staff.

Outcomes for children are good

Staff have high expectations and all children are acquiring the skills they need for their own next stage in learning. Targeted support helps older children to start recognising and forming some of the letters in their name. Younger children experiment with making marks and explore simple mathematical ideas as they play. Babies are helped to quickly start crawling and walking as a result of sensitive encouragement and challenge.

Setting details

Unique reference number	EY485169
Local authority	Barnsley
Inspection number	1006353
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	99
Number of children on roll	84
Name of registered person	Tick Tocks Nurseries Ltd
Registered person unique reference number	RP903295
Date of previous inspection	Not applicable
Telephone number	01226 284186

Tick Tocks Nursery and After School Club registered in 2015. The nursery employs 14 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one at level 5 and one has early years professional status. The nursery opens all year round Monday to Friday, from 7.30am until 6.30pm. They provide funded early education for two-, three- and four-year-old children.

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