

Inspection date	17 October 2017
Previous inspection date	17 April 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- Children's safety and welfare is compromised. The manager does not have a robust understanding of how to safeguard children. She does not effectively implement policies and procedures in line with the Local Safeguarding Children Board. For example, she does not report concerns about children's welfare without delay, or report allegations made against staff.
- The lead staff member for safeguarding children does not have a comprehensive knowledge of how to identify, understand or respond appropriately to signs of possible abuse or indicators that a child may be suffering from harm. She is unsure of what to do if a member of staff is disqualified by association from working with children.
- Staff have not fully developed ways to gather and share information with all parents about their children's learning.
- Staff are in the early stages of focusing on developing children's mathematical skills. This continues to be an area of slower progress for children at the moment.

It has the following strengths

- Staff who work with toddlers have a good understanding of how to develop their communication and language skills. Children make good progress in this area.
- Older children show readiness for their move on to school. Staff teach them basic reading and writing skills, for example, children can write their own name without support.
- Staff encourage independence and are good role models. Children's behaviour is very good and they take an active part in their own self-care.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ implement and follow the procedures for safeguarding children, including what to do when there are concerns about children's welfare and what to do in the event of an allegation being made against a member of staff 	17/11/2017
<ul style="list-style-type: none"> ■ ensure the lead practitioner for safeguarding has a robust understanding of how to identify, respond and act, without delay, to signs of possible abuse and indicators that children may be suffering from harm 	17/11/2017
<ul style="list-style-type: none"> ■ improve the lead practitioners knowledge and understanding of safeguarding requirements with regard to the procedures to follow if a staff member is disqualified by association. 	17/11/2017

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

- enhance ways to gather and share even more information with parents about their children's learning to promote continuity and help them to extend this at home
- focus staff's teaching even more sharply on areas where children make slower progress, particularly in their mathematical development.

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 spoke to the children and staff throughout the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection, viewed written feedback and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The manager does not report concerns about children's welfare, or have an understanding of what to do if an allegation is made against a member of staff. The lead person for safeguarding cannot clearly identify the signs of possible abuse and does not have a secure understanding of how to respond without delay, or what to do if a member of staff has been disqualified by association. This puts children at significant risk of harm. However, the manager effectively monitors the quality of staff's teaching and supports them to access training, which benefits children's learning. For example, they have developed the rooms to provide children with more opportunities to develop their own ideas and creativity. The manager spends additional funding effectively. For example, she gathers information about children's interests and gaps in their learning to purchase new resources.

Quality of teaching, learning and assessment is good

Staff use detailed observations of children's experiences to help them plan the next steps in their learning. Planning is focused on areas of individual interest. This helps children to enjoy their learning and stay engaged in activities. Toddlers thoroughly enjoy a baking activity and develop their communication and social skills. They talk excitedly about what they are doing and take turns without support. Staff help older children to develop their understanding of the world as they talk about the seasons and use the computer to look at wildlife. Babies delight in babbling to staff who respond to them and they develop hand-to-eye coordination as they reach for sensory balls. Staff complete regular tracking assessments of children's progress, which they share with the deputy manager to help ensure they cover each area of children's learning thoroughly. The manager has developed partnerships with other settings children attend, including school.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership, management and safeguarding have a significant impact on children's safety and welfare. Despite this, children are happy and show they feel safe with their key person. Staff know children very well and are kind, caring and supportive towards them. They meet their care needs effectively. For example, babies are supported to separate from their families in a flexible and sensitive way. Parents are happy with how their children have settled-in and the progress they have made. Staff consistently praise children, which helps them to keep trying and develop good levels of self-esteem. Older children show a developing awareness of how to live a healthy lifestyle. For example, they wash their hands after using the toilet and know about healthy food choices.

Outcomes for children are good

Children are eager to join in with activities and show good levels of concentration. Children with special educational needs and/or disabilities make very good progress in relation to their starting points and are well-supported for the next stages in their learning. Young children are confident and clear communicators. Children show confidence and pride in their ability and have very good social skills.

Setting details

Unique reference number	EY438503
Local authority	Stockton on Tees
Inspection number	1102372
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 - 11
Total number of places	50
Number of children on roll	150
Name of registered person	Lisa Jane Smith
Registered person unique reference number	RP516127
Date of previous inspection	17 April 2014
Telephone number	01642 550942

Tummyticklers registered in 2012. The setting employs 15 members of staff. Of these, 10 staff hold a early years qualification at level 3, two staff have a qualification at level 4 and a further two staff hold a qualification at level 6. The setting also employs a driver. The setting opens from Monday to Friday all year round, with the exception of bank holidays. Sessions are from 7am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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