

# Tic Tocs Day Nursery

Haldon Road, EXETER, EX4 4DZ



## Inspection date

19 April 2018

Previous inspection date

28 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Strong self-evaluation results in action plans for improvement that help maintain good-quality outcomes for children, and management monitors these well. For example, management identified that older children's overall progress in literacy improved when staff focused more on areas that require formal teaching, such as alliteration.
- Children make good progress relative to their starting points. Staff's good observations and assessments enable the manager to accurately track children's progress, identify and address any gaps in learning. Staff support children who speak English as an additional language very well, with most being fluent by the time they start school.
- The very effective key-person system and settling-in processes help children quickly develop good relationships with staff, helping them to feel emotionally secure. Children of all ages are confident, keen to explore, and have good self-esteem.

### It is not yet outstanding because:

- Staff do not consistently model the correct language with babies so they learn the right words and labels for objects. They do not use consistent language with the toddlers, to help them understand and learn, for example, about 'full', 'empty', 'bigger' and 'smaller'.
- Although staff keep parents well informed about their children's daily activities and the progress they make, they are less successful in encouraging parents to share children's achievements at home, to inform the assessment and planning process.

## What the setting needs to do to improve further

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

- support children's speech development further so they hear the correct language and receive consistent support to help them understand new words and concepts, particularly with babies and toddlers
- encourage parents to share their observations of their children's achievements at home more regularly, to help inform assessments and planning for future progress.

### Inspection activities

- The inspector observed children engaged in learning activities, spending time in each room and observing each age group outside.
- The inspector and the manager completed a joint observation of a planned activity.
- The inspector had discussions with management, staff, parents and children.
- The inspector reviewed required documentation, including safeguarding procedures, and talked to staff about how they implement these.
- The inspector sampled children's learning records and reviewed the effectiveness of systems used by staff to monitor children's progress.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The senior management team supports staff very well. It encourages them to improve their skills continually through training, and staff share new knowledge effectively at team meetings. For example, following training, the staff reviewed how they encouraged children to explore and express their emotions. Resources, such as feelings boards, have been particularly helpful in aiding very young children and those who learn English as an additional language to explain how they feel. Safeguarding is effective. Management and staff complete safeguarding training. They have a good understanding of local procedures and how to implement these to help protect children from harm.

### Quality of teaching, learning and assessment is good

Staff plan activities that interest and engage children well and, overall, provide good levels of age-appropriate challenge. For example, they encouraged older children to use different sized pencils and markers to draw round shapes, to help develop their writing skills. They extended this well with those who found this relatively easy, encouraging them to draw shapes freehand to make a picture, and taking turns to add to it. Staff make sure that children who prefer to learn outdoors can explore all areas of the curriculum, and resources to support their learning are easily accessible. For example, toddlers investigated the different ways they can use connecting shapes and wheels to make vehicles to roll on the ground. Staff used the farm set well when reading a story to the babies to help them focus on the different animals in the book.

### Personal development, behaviour and welfare are good

Children of all ages are happy and well behaved. They follow instructions well. For example, babies and toddlers line up before going outside and do not run in the corridor because they understand this is not safe. Children learn well about a healthy diet and good eating habits. For example, older children serve themselves at mealtimes, giving them control over how much they eat and deciding for themselves when they are full. All children enjoy being active, indoors and outside. For example, toddlers stretched up to reach the highest part of the water wall as they poured water down the tubes.

### Outcomes for children are good

Children of all ages develop good skills to prepare them well for their next stage in learning, including going to school. For example, babies enjoy regular visits to the toddler room with their key person, when due to move on. This familiarises them with the different surroundings and staff, so they remain content. Toddlers showed good fine-motor skills as they carefully used scissors to cut play dough into small pieces. Older children concentrated well as they made houses from recycled materials, and confidently explained how they intended to achieve their goals.

## Setting details

<b>Unique reference number</b>	EY341909
<b>Local authority</b>	Devon
<b>Inspection number</b>	1129654
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	SPL Education Ltd
<b>Registered person unique reference number</b>	RP525524
<b>Date of previous inspection</b>	28 July 2015
<b>Telephone number</b>	01392 410902

Tic Tocs Day Nursery registered in 2006. It is situated in the centre of Exeter. The nursery is open each weekday from 7.45am to 6pm for 51 weeks a year, closing for one week at Christmas. The nursery receives funding to provide free early education to children aged two, three and four years. There are 16 members of staff. Of these, one holds early years professional status and another has an early years degree. Of the remaining staff, one holds a level 4 qualification, nine hold level 3 qualifications and two are qualified to level 2. The cook has relevant catering qualifications.

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