

# Tick Tock Playgroup

School Lane, Markham Road, Wroughton, Swindon, Wiltshire SN4 9LE



<b>Inspection date</b>	31 July 2018
Previous inspection date	14 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Outstanding</b>	<b>1</b>
Effectiveness of 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

### The provision is good

- Leaders offer good ongoing support and professional development opportunities to enhance staff skills. For example, following on from training, staff have used their new learning effectively to help them manage children's behaviour in a positive manner.
- Staff use effective systems to observe, plan and assess children's progress to build on their knowledge. Leaders monitor these systems successfully to enable consistent practices throughout the setting.
- Children who have special educational needs (SEN) and/or disabilities are supported well through secure partnerships with parents and other professionals to support children to reach their full potential. Leaders work well to use additional funding effectively to ensure gaps in children's learning narrow. Children make good progress.
- Partnerships with parents are strong and help to ensure consistency for children. Parents have constant access to children's development records and regularly share information with their child's key person.

### It is not yet outstanding because:

- At times, staff complete tasks for children rather than encouraging them to do things for themselves to support their independence skills to the highest levels.
- Staff miss opportunities to support children to understand what is expected of them during changes in the routine and activities to allow them to end their play.

## What the setting needs to do to improve further

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

- extend the opportunities for children to do things for themselves and become more independent
- provide clear messages to help children understand when there is to be a change in activities, so they can finish what they are doing and end their play for themselves.

### Inspection activities

- The inspector observed activities and the quality of teaching throughout the playgroup.
- The inspector held discussions with the manager. She spoke with children and staff at appropriate times.
- The inspector looked at a sample of documentation, including staff suitability checks, policies and procedures. She viewed planning records and documentation relating to children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the manager.

### Inspector

June Robinson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about the welfare of a child. Leaders have a secure knowledge of how to follow safe recruitment guidelines to ensure new staff are suitable, and to check that existing staff remain so. They review and update policies and procedures, using these effectively to manage any concerns. Policies are shared with staff so they are aware of their roles and responsibilities, and the expectations of the provider. Leaders use effective, up-to-date risk assessments. They support staff to implement these effectively to help ensure the safety of children in the setting. Self-evaluation is successful. Leaders work towards targeted improvements to continually improve outcomes for children. For example, since the previous inspection, leaders have supported the well-qualified staff to enhance the opportunities for children to practise their early writing skills in a wider range of activities.

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

Staff have a good understanding of all children's interests and learning needs. They provide effective support as children engage in their activities. For example, staff challenge children to solve problems in their play. Children work cooperatively to discover what resources they can use to prevent the cars in their pretend car wash from moving. Staff support children well to develop their good communication and language skills. For instance, staff offer children good opportunities to develop their abilities in listening and describing a wide variety of environmental sounds when they take part in walks in the local community. Staff are skilled at explaining the meanings of new words to help extend children's vocabulary. Children who have SEN and/or disabilities are supported well in their communication skills. For instance, staff use hand signs and visual images to support children's understanding.

### Personal development, behaviour and welfare are good

Children develop a positive awareness of similarities and differences between themselves and other people. For example, staff work in partnership with parents to create displays about children's families that they can share with their friends. Children have good opportunities to be outdoors on a daily basis to practise their physical skills. Staff support children to develop a good understanding of how to keep themselves safe. For instance, on walks into the local community, staff support children effectively to learn to cross the road safely. Children behave well and staff are good role models. For example, there are clear expectations that help children understand how to take turns, share and be kind to others.

### Outcomes for children are good

Children receive effective support to develop the skills they need for their future learning and the eventual move to school. Children develop their early writing skills well. For example, they form recognisable letters when they write words to support their imaginative play. They listen attentively and join in with discussions. Children recognise and comment on the meaning of signs in the community when on walks and use money language when paying for their shopping.

## Setting details

<b>Unique reference number</b>	507882
<b>Local authority</b>	Swindon
<b>Inspection number</b>	1141769
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Tick Tock Playgroup Committee
<b>Registered person unique reference number</b>	RP523099
<b>Date of previous inspection</b>	14 April 2015
<b>Telephone number</b>	01793 814191

Tick Tock Playgroup registered in 1981. It is situated in Wroughton, Wiltshire. The playgroup is open 50 weeks of the year. It operates on Mondays, Wednesdays and Fridays from 9am until 3pm and Tuesdays and Thursdays from 9 am until midday. The playgroup receives funding for the provision of free early years education for children aged two, three and four years. There are 11 members of staff employed to work directly with the children. Of these, one holds a relevant qualification at level 6, one holds a qualification at level 4, five hold qualifications at level 3 and one holds a qualification at level 2.

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