

# Tic Toc Nursery School

298-300 Staines Road, TWICKENHAM TW2 5AS



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 28 September 2018 |
| Previous inspection date | Not applicable    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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

- Children are happy and show a good sense of security. Staff are kind and welcoming. They effectively support children's well-being and are good role models.
- The manager and staff monitor children's progress effectively. They use the information to identify gaps in individual and groups of children's development, and implement plans to support them. All children make good progress.
- Staff know the children well and provide opportunities for them to expand on their interests. They plan a wide range of activities to develop children's knowledge and skills at appropriate levels for their age.
- Staff have strong and effective partnerships with other professionals. They work well with outside agencies to provide support for children, when needed.
- Staff use a variety of effective methods to engage with parents and involve them in all aspects of the setting. This includes providing them with ideas about how to support children's learning at home and encouraging them to attend parents' meetings.

### It is not yet outstanding because:

- On occasion, group times for younger children are not organised as effectively as possible, and children sometimes become distracted and lose concentration.
- Sometimes, when supporting play, staff ask children questions to extend their learning but do not allow enough time for them to think through their ideas and respond.

## What the setting needs to do to improve further

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

- review the organisation of group times to reflect more precisely the needs of younger children, to develop their learning experiences even further
- provide children with more time to think, respond and talk through their ideas.

### Inspection activities

- The inspector spoke with the manager and other staff at appropriate times throughout the inspection.
- The inspector engaged with the children at appropriate times during the inspection.
- The inspector observed staff interaction with the children during indoor and outdoor play, snack and lunch times, and hygiene routines.
- The inspector engaged in a joint observation with the manager.
- The inspector sampled various documents, including risk assessments, children's records, and a range of policies and procedures.

**Inspector**  
Becky Phillips

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of how to keep children safe and the policies and procedures to follow should they have a concern about a child's well-being. Rigorous recruitment, induction and staff supervision ensure that staff are suitable for their roles. Staff are well supported and the manager monitors their performance to ensure teaching is of a good standard, and children continue to make good progress. Staff regularly attend training to enhance their ongoing professional development. For example, all staff recently attended training about high-quality teaching and learning to develop their practice. The manager uses self-evaluation as an effective tool to set measurable targets to develop the service, taking into account the views of parents, staff and children.

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

Staff make effective use of observations and assessments to monitor children's progress. They use this information to plan interesting and stimulating activities, based on children's individual needs and interests. Children enjoy participating in sensory play. For example, younger children enjoy making marks in paint through cling film and exploring cornflour with different tools. Overall, staff interact well with children to help support their language development. For instance, they describe to older children what younger children are doing as they play, and introduce new words to extend their vocabulary.

### Personal development, behaviour and welfare are good

Children are well behaved. They are kind, considerate and well mannered, and develop good relationships with each other. Staff provide opportunities for fresh air and exercise to support children's physical development. For example, they attend weekly forest-school sessions where they explore nature, climb trees and learn how to use a variety of tools safely. The importance of a healthy lifestyle is effectively taught. Children are provided with healthy and nutritious meals prepared on the premises. Staff ensure that children follow good hygiene practices.

### Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress. They are happy and enjoy their learning. Children develop good literacy skills. For example, older children recognise particular letters and confidently think of words beginning with the same letter. Children have opportunities to become independent as they play and investigate. For instance, younger children are encouraged to put on their shoes before going outside. Older children help to set up before mealtimes, serve their own snacks and pour their own drinks. Children develop good skills that prepare them well for the next stage of their learning.

## Setting details

|  |                                    |
|--|------------------------------------|
| <b>Unique reference number</b>                   | EY536039                           |
| <b>Local authority</b>                           | Richmond Upon Thames               |
| <b>Inspection number</b>                         | 10076973                           |
| <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>                     | 0 - 4                              |
| <b>Total number of places</b>                    | 76                                 |
| <b>Number of children on roll</b>                | 86                                 |
| <b>Name of registered person</b>                 | Sai Nursery Limited                |
| <b>Registered person unique reference number</b> | RP536038                           |
| <b>Date of previous inspection</b>               | Not applicable                     |
| <b>Telephone number</b>                          | 0208 898 4079                      |

Tic Toc Nursery School registered in 2016 and is based in Twickenham in the London Borough of Richmond. The nursery is open all year round from 7.30am until 6.15pm. There are 18 members of staff, 14 of whom hold appropriate early years qualifications at level 2 and above. The setting receives funding to provide free early years education for two-, three- and four-year-old children.

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