

Inspection date	18 March 2019
Previous inspection date	16 June 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Good	1 2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Outcomes for children are excellent. Children are extremely well prepared for their future learning and eventual move onto school. All children, including those who speak English as an additional language, make rapid progress from their starting points.
- Teaching is inspirational and highly responsive to children's needs. The manager deploys her staff exceptionally well. For example, she considers the skills of her team and the languages that staff speak. She places staff in teams where their skills complement each other perfectly. This helps staff to precisely support the language and communication needs of all children.
- Managers have fully embedded processes to monitor and support staff. The manager observes staff regularly and gives them extensive feedback on their performance. She conducts a robust cycle of termly supervision meetings and annual appraisals. Room leaders encourage their teams to observe each other, which helps staff to share best practice and raise the high quality of their teaching even further.
- Tracking of children's progress is highly effective. For instance, each key person precisely assesses and then analyses the progress of their key children. Managers ask probing questions about progress in all areas. They swiftly identify any concerns and help staff to identify the most significant next steps and most effective strategies to support individuals. This is helping children to make superb progress.
- Staff promote children's independence and self-care skills to the highest level. For example, children of all ages learn to wipe their noses at 'nose-wiping stations' in each room. Staff show children how to hold a toothbrush and how to brush their teeth and children learn to pour water into their cups at 'water stations' extremely confidently.
- The management team is extremely passionate about continually improving the provision. Since the last inspection, they have made considerable changes to the building, such as improving the use of the playrooms used by children. This has helped to create an exemplary provision for children.

What the setting needs to do to improve further

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

- continue to further embed plans for managers and room leaders to monitor the progress of different groups of children even more precisely and help children to continue to make rapid progress in their learning.

Inspection activities

- The inspector had a tour of the setting. She spoke to parents and children during the course of the inspection and considered their views.
- The inspector observed the quality of teaching, and she and the manager jointly evaluated the effectiveness of the staff's interactions with children.
- The inspector held a meeting with the manager and finance manager. She discussed self-evaluation and plans for further improvement. She looked at relevant documentation, such as children's assessments, planning and evidence of the suitability of staff working in the nursery.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment. She discussed a range of other procedures relating to children's welfare with staff.

Inspector

Lisa Dailey

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Managers and staff are highly vigilant and have a deep understanding of the signs that may indicate that children are at risk of harm. They implement a range of robust policies and procedures, such as attendance tracking, to help to promote children's safety. The management team involve all staff in regular self-evaluation and action planning. This helps them to contribute to and work towards the same exemplary standards and vision for improvement. Managers organise structured professional development to support their vision to improve. For instance, each member of staff has an individual learning plan. Managers use this to plan the support required to help all staff to raise the high standards even further. Although leaders are monitoring children's progress thoroughly, they have plans to further develop this to help children make even more rapid progress.

Quality of teaching, learning and assessment is outstanding

Staff are inspirational and teaching is exemplary. For instance, staff learn successful approaches to develop children's language. This is having an impressive impact on outcomes. For example, staff encourage children to explore and describe vegetables. As they do this, staff talk to them in their home language, reinforcing key vocabulary. They then repeat the conversation in English and model new words. Children go on to use these words in their play. Partnerships with parents and professionals are excellent. For instance, the manager meets staff at the local school annually. They rigorously evaluate how well children transferred from nursery and what could help children further. Staff then consider this feedback in their planning. Staff share children's progress information with parents extensively. They encourage parents to share their children's achievements from home to help everyone celebrate and support children's learning.

Personal development, behaviour and welfare are outstanding

Staff create an exceptionally welcoming and vibrant learning environment. They value children's opinions and celebrate their achievements throughout the nursery. For example, they display children's creations around each room and encourage children to vote on their preferred activities, to follow their interests fully. Staff provide a wealth of exciting opportunities for exercise. This helps to support children's physical and emotional well-being immensely. Staff teach yoga and children form different positions as they relax and listen to music. Staff are excellent role models and children's behaviour is exemplary. Staff plan routine times of day, such as mealtimes, meticulously. Staff support the care routines of the youngest children extremely well. For instance, they create a comfortable, quiet and dark space for sleep time. They sing lullabies to children in their home language and help children to be well rested and ready for learning.

Outcomes for children are outstanding

Children are keen and highly motivated learners. Older children develop impressive physical skills, holding pencils and writing the letters of their name with superb control. They play imaginatively, adding complex story lines to their play. Children develop exceptional social skills and they respect similarities and difference between themselves and others. They welcome and greet visitors enthusiastically in different languages.

Setting details

Unique reference number	EY483267
Local authority	Milton Keynes
Inspection number	10064864
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	36
Number of children on roll	39
Name of registered person	Tik Tak Childcare Ltd
Registered person unique reference number	RP903303
Date of previous inspection	16 June 2016
Telephone number	07948158111

Tik Tak Childcare registered 2014. The full-time provision is open Monday to Friday from 7.30am to 6pm. Children aged three and four years also attend pre-school sessions from 9am to 3pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The majority of children are learning to speak English as an additional language. The provider employs 11 members of staff, of which 10 work with children. Four members of staff hold qualifications at level 6, four at level 3 and two at level 2.

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