

Tick Tock Playgroup

Hall Close, Wroughton, Wiltshire SN4 9LD



Inspection date	11 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The quality of teaching is inconsistent. Some staff do not interact well with children or extend their learning. This does not support children to make as much progress as possible.
- The working relationship between the manager and some staff has broken down. There is currently a lack of effective teamwork to help ensure good-quality care and education.
- There are limited learning opportunities and resources outdoors. This does not fully support those children who learn better outside.
- Staff do not provide good opportunities for children of different nationalities to use resources that reflect their backgrounds and help them to feel valued.

It has the following strengths

- Staff work well with parents in order to meet the needs of children. They seek key information from them when their child first starts and regularly share information about the children's progress online. Staff work closely with the parents of those children who may need additional help to ensure the right support is put in place.
- Children have good manners and show concern for one another. Most staff consistently remind children of the playgroup rules, such as using 'kind hands and feet'. They were observed to model appropriate behaviour to children.
- The indoor learning environment is spacious and stimulating, and the manager reviews and adapts it to ensure it is used as effectively as possible. There is a wide range of easily accessible resources to meet the interests and needs of the children.

What the setting needs to do to improve further

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

	Due date
ensure that the quality of teaching is consistent in order to challenge children and help them make the best possible progress	11/06/2019
improve working relationships between management and staff, to ensure effective teamwork and continuous improvement and build a culture of mutual support.	11/06/2019

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

- develop the range of learning experiences outdoors for those children who learn better outside
- provide more opportunities for children to play with resources that reflect and value their diverse backgrounds.

Inspection activities

- The inspector spoke to staff, children and parents at appropriate times.
- The inspector held a meeting with the manager.
- The inspector sampled documentation, including proof of staff suitability and children's records.
- The inspector carried out a joint observation with the manager.
- The inspector observed children's learning indoors and outside.

Inspector

Catherine Sample

Inspection findings

Effectiveness of leadership and management requires improvement

There are currently difficulties in the relationship between the manager and some staff. Although the manager carries out supervision meetings with staff, some find it hard to discuss issues with her. This is having a negative impact on morale and the effectiveness of the team. Some staff have recently left, but records show that ratios are met and managers have been recruiting new staff. Staff have opportunities to attend training, but the manager acknowledges that there are inconsistencies in practice. The manager monitors the progress of individual children and groups of children. She uses this information to identify and tackle any gaps. She has introduced more mathematical activities into children's play after identifying it as a weaker area. Safeguarding is effective. Staff know the possible signs that a child is at risk of harm and know what to do if they are concerned. They take positive steps to keep children safe. All staff have been vetted. Procedures are in place for staff to use their mobile phones on occasion for nursery business and there are clear guidelines for their use to ensure children's safety.

Quality of teaching, learning and assessment requires improvement

The quality of staff interactions with children varies. Some staff engage fully with them and extend their learning by, for example, listening carefully to them and asking questions. However, others do not interact as much with children and miss opportunities to challenge them. For example, when children are playing on the climbing frame, some staff stand nearby but do not engage them and extend what they are doing. Some staff miss opportunities to support children's learning during routine activities, such as snack time. Although they sit with the children, they do not use this as a learning opportunity. Staff do not provide a wide range of activities outdoors, which limits the learning of those children who learn best outside.

Personal development, behaviour and welfare require improvement

Children are not supported by all staff to become motivated learners. Some staff do not offer sufficient praise and encouragement to boost children's self-esteem. Children have some opportunities to learn about other cultures, but there are limited resources that reflect the diverse backgrounds of those attending. Staff work with parents to ensure that children's care needs, such as food allergies, are met. Children have good opportunities to exercise. There is a large area indoors with apparatus such as climbing frames which children enjoy using, and they also play with balls and hoops outdoors. Children learn about good hygiene and staff change nappies regularly. When staff take children on outings, they use local facilities such as the doctor's surgery to ensure children's toileting needs can be met.

Outcomes for children require improvement

Due to inconsistencies in teaching, children do not make the progress of which they are capable. They willingly take part in activities but what they learn is variable. They learn some skills in readiness for school. Children learn to be independent. For example, younger children pour drinks and older children get ready to go outside. Children develop effective communication skills, talking to their friends as they play. They enjoy using their imaginations as they build dens.

Setting details

Unique reference number	2496417
Local authority	Swindon
Inspection number	10102580
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	40
Number of children on roll	95
Name of registered person	Tick Tock Playgroup Committee
Registered person unique reference number	RP523099
Date of previous inspection	Not applicable
Telephone number	01793 814191

Tick Tock Playgroup registered in new premises in 2018. It operates on weekdays from 8am to 6pm for 50 weeks of the year. It is in receipt of funding for free nursery education for children aged two, three and four. There are 17 staff including the manager. Of these, two hold qualifications to level 6, four hold qualifications at level 3 and four hold qualifications at the equivalent of level 2.

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