

TicTots Day Nursery & Creche



Sure Start Preston West, Ainsdale Drive, Ashton-on-Ribble, PRESTON PR2 1TU

Inspection date	23 August 2019
Previous inspection date	5 October 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

This is a provision that requires improvement

- Partnerships with parents require further improvement. Parents' views are not consistently sought to inform the regular reviews of the setting.
- Staff do share information verbally with parents about their child's daily experiences. However, they do not ensure that all parents are provided with information to help children's learning at home.
- Not all required documentation is easily accessible for parents and visitors. The managers fail to ensure that the certificate of registration is displayed. Managers do not ensure that the manager's qualification certificate is accessible for inspection.
- Although there is a complaint procedure, it is unclear and not accessible to all parents. The complaint procedure does not refer to Ofsted. As a result, parents are unclear about the procedure to follow in the event of a complaint.
- Managers complete regular reviews of the provision. They have identified that mathematics is an area requiring more focus. However, staff miss opportunities to support and extend children's mathematical development through play and routines.

It has the following strengths

- Children with special educational needs and/or disabilities make good progress. They are supported well by dedicated staff who have high expectations of all children. Staff work closely with parents and other professionals to identify and support children's individual needs.
- Children enjoy weekly visits to the local library. This helps to support their understanding of the wider world and community.

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 required documentation is displayed and records are easily accessible and available, especially in relation to the certificate of registration and the manager's qualification certificates	06/09/2019
ensure that the complaint procedure is easily accessible to all parents and refers to Ofsted.	06/09/2019

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

- improve the setting's review processes to include the views of parents, and to help identify any potential breaches to statutory requirements and ensure areas for development are acted upon swiftly
- extend partnerships with parents to provide greater opportunity for them to be involved in supporting their children's ongoing learning and development at home
- provide more opportunities to promote children's understanding of mathematics through everyday play and routines.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff at appropriate times during the inspection to gather their views about the nursery.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the deputy manager and area manager. She looked at relevant documentation, including a sample of policies and procedures.
- The inspector spoke with parents and explored relevant documentation, to gather their views on the setting.

Inspector

Lauren Blythe

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Managers and staff are confident about how to manage child protection concerns. Managers complete robust recruitment procedures to ensure that all staff are suitable to work with children. They complete regular reviews of the setting to help drive continuous improvement. Managers seek staff's views via ongoing supervisions, and use information from the tracking and monitoring systems to capture children's views. However, although identified as an area focus, staff miss opportunities to help promote children's mathematical development. Managers have failed to identify breaches to statutory requirements. They do not ensure the certificate of registration is displayed or that the manager's qualification certificate is accessible for inspection. There is a complaint procedure in place. However, it does not refer to Ofsted. As a result, parents are unclear on the procedure to follow in the event of a complaint. There are limited opportunities for parents to share their views of the setting.

Quality of teaching, learning and assessment is good

Staff are well qualified and teach most areas of learning well. They use information gathered through their own observations to develop appropriate next steps. Staff make accurate assessments of children's progress and use the knowledge they have on children's development to help them to plan for future learning experiences. Staff promote children's early literacy skills well. Outdoors, children go on learning walks. Staff encourage them to listen and name the sounds they hear within the environment. For example, children shout 'motorbike' when they hear an engine. Children use their imaginations and act out their own experiences within their play. For example, toddlers who are currently toilet training pretend to care for baby dolls. They imitate sitting the dolls down on a toy potty and washing and dressing them.

Personal development, behaviour and welfare require improvement

Partnerships with parents are not yet good. Despite this, staff and children develop positive relationships. Children are happy and settle quickly. Staff tailor routines to meet the individual needs of babies. Staff provide children with clear and consistent boundaries and praise them regularly. For example, they say 'good choice' when children follow the rules and routines of the setting. As a result, children feel secure and behave well. Children are provided with healthy and nutritious meals and snacks. They enjoy serving their own lunch and pouring their own drinks. Staff support toddlers to pull up the zips on their coats. This helps to promote their independence. Outdoors, children develop good physical skills. For example, they enjoy racing with one another.

Outcomes for children are good

Children develop the key skills that help to prepare them for their next stage in learning. Older children benefit from well-organised transition arrangements to their new school. For example, staff create books with photographs of schools and teachers. This helps to promote children's familiarity and confidence.

Setting details

Unique reference number	EY425748
Local authority	Lancashire
Inspection number	10064179
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	1 - 4
Total number of places	56
Number of children on roll	45
Name of registered person	Thompson (TIC TOTS) Partnership
Registered person unique reference number	RP902254
Date of previous inspection	5 October 2015
Telephone number	01772 727032

Tic Tots Day Nursery & Creche registered in 2011. It operates within the purpose-built nursery unit in a children's centre in Ashton-on-Ribble. The nursery employs eight members of childcare staff. Of these, six hold appropriate early years qualifications to level 3, and the manager holds qualified teacher status. The nursery opens from Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 7.30am until 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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