

Inspection of Tick Tock Nursery Limited

86 Regent Street, Kingswood, BRISTOL BS15 8HU

Inspection date:

6 November 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders have made positive changes since the last inspection and have high expectations for all children to learn. The nursery has replaced some of its resources across all rooms, with support from local authority advisers. For instance, staff have removed plastic toy fruits and vegetables in the role-play area and introduced real food items. Staff and parents comment positively on this change, particularly the increase in children's curiosity to discover natural materials and objects through use of their senses. During the inspection, children were observed investigating the array of smells and textures as they held small sprouts, peeled leeks and felt the soft texture of broccoli. Staff used these opportunities well to introduce new language to toddlers to build their vocabulary, while helping older children to explore mathematical concepts, including weight, size and measure. Staff reflect on the awe and wonder shown by some children when seeing the inside of a kiwi fruit for the first time.

Children are independent learners and move freely and safely between areas. Babies have ample space to practise their early movement skills, while older children freely access the 'paint station' to collect items to add to their creative work. Children show a positive attitude towards learning, and staff support them effectively to gain the skills they need for the next stage of their education.

What does the early years setting do well and what does it need to do better?

- Overall, staff provide an enabling learning environment across all age groups. Children with special educational needs and those who speak English as an additional language make good progress in this inclusive nursery. Staff plan the curriculum effectively, inside and outdoors, to ensure it reflects the areas of learning and is accessible to all children. This allows children to make independent choices in their play and lead their own learning.
- Staff assess children's development when they first start, to identify their starting points and next steps in learning. They work effectively with parents and other professionals, such as the speech and language therapist, to tailor children's learning plans and target any gaps in their learning.
- Babies and young children are physically active and enjoy exploring the outdoor space. During the inspection, older children went on a bug hunt using magnifying glasses to search for snails beneath logs, while others dug for worms in the mud kitchen. In general, staff provide good commentary as children engage in play to extend their learning. However, at times, they miss opportunities to use slightly more-complicated language for older children, particularly during adult-led activities, to help expand their thinking and problem-solving skills even further.
- Staff communicate daily with parents about their children's care and learning

needs. They obtain key words in the various home languages, which they use to help children settle in and communicate effectively with others. Furthermore, staff share ideas with parents to help extend their child's learning at home. For example, parents comment how pleased they are about the introduction of 'home bags' to complete activities with their children.

- Children of all ages show an early interest in exploring books. Staff encourage children to choose their favourite book for group story time. They read out aloud and act out different voices, such as changing the pitch of their voice from low to high, to make the story time interesting for children. However, at times, staff do not organise some story sessions to ensure there is sufficient space for all children to sit comfortably. Furthermore, they do not consider the length of the story to ensure it holds the attention span of younger children.
- Leaders ensure staff receive regular training and support to improve their teaching practice. For example, staff have attended training on the role of the key person, following the last inspection. Staff comment on how the training has helped them significantly to improve their understanding of the key-person role, particularly when supporting new children to settle in and build secure attachments. Leaders evaluate the nursery provision regularly to ensure ongoing improvements. The manager has identified further training for staff to advance their use of signing to help non-verbal children with their communication needs.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate a secure understanding of their role to keep children safe from the risk of harm. All staff attend regular safeguarding training to refresh their knowledge and to keep up to date with relevant changes to legislation. Staff are familiar with the nursery's safeguarding policy, including the procedures for reporting any concerns about a child or to report an allegation of abuse. All staff are vigilant in supervising children at all times and in maintaining correct adult-to-child ratios. Leaders ensure the effective implementation of the nursery's mobile phone and camera usage policy.

What does the setting need to do to improve?

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

- support staff to develop their use of language to help older children expand their thinking and problem-solving skills even further
- review the organisation of some group times to address the individual learning needs of children and to help sustain their interests fully.

Setting details

Unique reference number	EY539013
Local authority	South Gloucestershire
Inspection number	10086080
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 to 5
Total number of places	64
Number of children on roll	83
Name of registered person	Tick Tock Nursery Ltd
Registered person unique reference number	RP539012
Telephone number	01179672900
Date of previous inspection	20 November 2018

Information about this early years setting

Tick Tock Nursery Limited re-registered in 2016 and is located in Kingswood, Bristol. Opening times are Monday to Friday from 7.30am to 6pm, all year round. The nursery employs 18 members of childcare staff, 17 of whom hold relevant qualifications at level 3 or above. The nursery offers funded early years education for eligible two-, three- and four-year-old children.

Information about this inspection

Inspector

Shahnaz Scully

Inspection activities

- A learning walk of the nursery took place where the inspector and managers discussed how the curriculum is organised.
- The inspector held a meeting with the management team. She looked at relevant documentation and checked evidence relating to the suitability of staff working in the nursery.
- A joint observation of an activity was undertaken by the inspector and manager. This was followed by a discussion where they both shared their findings.
- The inspector visited all nursery rooms, including the outdoor area. She observed the interaction between children and staff.
- The views of children, staff and parents were taken into account by the inspector during the visit.

We carried out this inspection 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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