

Inspection of Tic Toc Day Nursery

Henley Green Community Centre, Wyken Croft, COVENTRY CV2 1HQ

Inspection date: 9 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming, stimulating and well-resourced nursery. They feel safe, secure and comfortable attending. They arrive happy and are eager to join in with the activities on offer. Children behave well and build strong relationships from the outset. Children are friendly and respectful towards staff and their friends. Staff are positive role models to children. They consistently promote the nursery's 'golden values'. As a result, children demonstrate a good understanding of using 'kind hands' and being 'good listeners'. Staff interact positively with children and are enthusiastic as they encourage them to join in and have a go. However, on occasion, they do not encourage children to experiment with resources and fully explore their own ideas during planned experiences. Nonetheless, staff have high expectations for all children, including those who speak English as an additional language, children in receipt of funded early education and those with special educational needs and/or disabilities (SEND). Families receive a warm welcome from the friendly staff and management team. Staff keep parents regularly up to date with their child's progress. The management team has recently introduced a 'lending library' with a variety of resources and activities for parents to support their children's learning at home.

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

- The members of the management team are well qualified and extremely driven to provide high-quality care and education. They provide staff with a wide range of training opportunities to support them in their roles. For example, all staff attend an annual paediatric first-aid refresher to continually enhance their knowledge.
- Overall, the quality of education is good. The curriculum is well planned and helps children to develop skills and make progress in preparation for school. Staff make precise observations and assessments of children's learning and share these with parents. They plan stimulating activities that entice children to explore. Children have great fun investigating in slime. They identify that it is 'green' and feels 'sticky'.
- Staff provide a range of activities that encourage learning in all areas of development. They build on children's existing learning by introducing new words and concepts. For instance, staff teach children that a female lobster tail is larger because the female must have room to carry eggs. However, they do not always make the most of every opportunity to ask children questions during activities. Occasionally, children do not explore their own ideas to the highest level in their learning. This is because they do not consistently have the opportunity to develop their critical-thinking skills.
- Children demonstrate a positive attitude towards learning. They display good concentration skills and are highly imaginative. They lead their own play as they

pretend to make pizzas for staff. Children listen carefully and follow instructions during activities. They work with staff to group and sort objects, and count independently to 14.

- Performance management systems help the management team to identify any training needs and evaluate the overall quality of the nursery. Staff benefit from lots of support from managers, including regular individual and team meetings. However, they do not consistently receive incisive feedback about their interactions and questioning techniques with children to precisely focus on raising the quality of education to the highest level.
- Staff support children's communication, language and literacy skills well. They use Makaton signs during daily routines, particularly mealtimes. They implement a speech and language programme and encourage children to develop a love for reading from an early age. Children recognise numbers and letters on flash cards. They delight as they recite familiar rhymes and vary tone and volume.
- Staff provide children with healthy meals and daily opportunities to be physically active indoors and outside. Children demonstrate they are confident movers as they work together as a team and navigate the outdoor tyre obstacle course safely. Staff also support children to engage in well-being activities, including yoga, to help calm and focus children before activities.
- Partnerships with parents and other professionals are strong. Children with SEND receive targeted support and make good progress at the nursery. Staff regularly engage in specialised training to meet children's individual needs and are passionate about helping children to achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The management team is committed to ensuring that staff have a secure knowledge of their role to safeguard children. All staff attend safeguarding training and receive regular updates to ensure their knowledge is up to date. As a result, they all demonstrate a good understanding of what to do should they have concerns about a child or the conduct of a colleague. Staff deployment is managed well and supports children's safety effectively. Robust policies, procedures and risk assessments are in place. These are consistently implemented by all staff. The management team follows comprehensive recruitment and vetting procedures to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- extend the range and breadth of questions staff use during activities to help enhance children's skills in thinking critically even further
- strengthen the evaluation and feedback of staff practice to elevate the quality of

teaching to the highest possible level.

Setting details

Unique reference number	EY395142
Local authority	Coventry
Inspection number	10116313
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	2 to 4
Total number of places	88
Number of children on roll	121
Name of registered person	Tic Toc Nursery Limited
Registered person unique reference number	RP910365
Telephone number	02476 709277
Date of previous inspection	14 January 2015

Information about this early years setting

Tic Toc Day Nursery registered in 2009. The nursery employs 17 members of childcare staff, all of whom hold early years qualifications ranging from level 2 to early years professional status. The nursery operates from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dale Ramsey

Inspection activities

- The inspector had a tour of the premises with the management team and held discussions about how they safeguard children, promote their welfare and foster learning.
- The inspector observed the quality of teaching during activities, indoors and outside, and assessed the impact this has on children's learning. The manager and the inspector also carried out a joint observation of a planned activity.
- The inspector held discussions with staff and children at appropriate times during the inspection.
- Parents spoke to the inspector and shared their views about the quality of the nursery.
- The inspector met with the management team and discussed the leadership and management of the nursery.
- The inspector sampled documentation, including staff suitability checks and children's records.

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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