

Inspection of Tick Tock Day Nursery

134 Halesowen Road, Old Hill, CRADLEY HEATH, West Midlands B64 5LS

Inspection date: 17 February 2020

Overall effectiveness	Inadequate
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

Children's welfare is not protected because staff do not demonstrate a sufficient knowledge of the safeguarding procedures to keep children safe. Nevertheless, children are settled and they have strong bonds with staff. Staff promote children's healthy lifestyles and take great care to cater for children's individual needs. The activities provided for children help to prepare them for life in modern Britain as part of the planned curriculum. Children gain knowledge of the customs of different celebrations and festivals throughout the year. Children's behaviour is very positive. Staff manage it well to help children understand the impact that any negative behaviour has on the feelings of others. Children enjoy learning and have good levels of concentration in the stimulating learning environments, although their access to outdoor learning can be limited at times due to the weather. Partnership with parents is generally strong. All parents receive detailed information about their children's development and next steps in learning. However, some parents do not receive information about the key persons who work closely with their children. The views of children and parents are carefully considered by leaders in their development of the nursery. Children acquire good knowledge and skills from their starting points. However, teaching does not always fully challenge children to help them make more rapid progress.

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

- Prompt action is not taken to notify Ofsted and agencies with statutory responsibilities, such as the local authority designated officer, when an allegation is made against a member of staff. The procedures for managing allegations against staff are not robust and do not take into account the local procedures for notifying the local authority designated officer. Consequently, the safety and welfare of children is not assured.
- The leaders of the nursery do not monitor staff practice closely enough to continually challenge staff's personal effectiveness. While staff's teaching is good, some staff do not consistently challenge all children to help them acquire new knowledge and skills rapidly. Leaders provide regular training for staff, including in child protection. However, despite plans to do so, they have not yet fully monitored the impact of training on staff's knowledge and skills. Some staff are not confident in recognising all concerns about children's welfare.
- The leaders work hard to continually improve and develop the learning environments. All areas of the nursery are stimulating. Since the last inspection, the provider and manager have made improvements to all rooms to provide children with a wider range of learning opportunities. In the baby room, young children explore different media and materials through free access to sand, water and paint. The garden area is rich in learning opportunities. However, during the winter months, staff do not fully utilise the outdoor environment to

help promote the learning of children who prefer to learn outside.

- There is a well-established key-person system for children who attend the nursery part of the provision. Parents of the nursery children know who their children's key person is. However, when children in the Reception year at school attend the holiday club and/or before- and after-school care the same level of information is not available for parents about who their children's key person is.
- There is a clear, well-researched curriculum intent that is based on the needs of all children. Staff consider the needs of different groups of children, including those who speak English as an additional language and children with special educational needs and/or disabilities (SEND). Staff's implementation of the curriculum is good. This helps children to acquire good knowledge and skills from their starting points, despite minor weaknesses in the way some staff challenge children's learning.
- The manager carefully monitors the progress of different groups of children, including those who the provider receives additional funding for. They use the funding to target gaps in children's learning. This has helped children in the pre-school room to gain greater skills in using the small muscles in their hands to make marks in different ways. Overall, the use of funding is supporting the narrowing of the gap in children's early writing development.
- The manager has accurately identified, through staff's assessments of children, that some children start the nursery with lower than expected speaking skills. Staff skilfully interact with children to build on their communication and language skills. This helps children to say a wide range of single words and begin to form simple sentences.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and the practitioner who takes lead responsibility for safeguarding children in the nursery did not take swift action to notify the local authority designated officer and Ofsted when an allegation had been made against a member of staff. The child protection and safeguarding policy also does not include detailed procedures for the management of allegations against staff. Despite this, arrangements for the recruitment and vetting of staff are secure. Managers complete checks to help ensure all staff working with children are suitable. They organise staff effectively to help maintain staff-to-child ratios.

What does the setting need to do to improve?

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

	Due date
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ensure that the provider and practitioner designated to take lead responsibility for safeguarding children are confident about the procedures to follow when an allegation is made against a member of staff, including notifying Ofsted and agencies with statutory responsibilities, such as the local authority designated officer, without delay	17/03/2020
ensure the safeguarding policy is in line with the guidance and procedures of the local safeguarding partnership and includes a procedure for managing allegations made against a member of staff	17/03/2020
improve the monitoring of staff practice to increase all staff's knowledge and confidence to identify potential concerns about children's welfare and to further develop staff's teaching.	17/04/2020

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

- build on the information provided to the parents of school-aged early years children about who their children's key person is
- maximise opportunities for children to learn and play in the outdoor environment to further support children who prefer to learn outside.

Setting details

Unique reference number	EY268507
Local authority	Sandwell
Inspection number	10073254
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 at time of inspection	0 to 11
Total number of places	112
Number of children on roll	206
Name of registered person	Tick Tock Day Nursery Ltd
Registered person unique reference number	RP521617
Telephone number	01384 567666
Date of previous inspection	11 May 2016

Information about this early years setting

Tick Tock Day Nursery was registered in 2003. It opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery employs 26 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Scott Thomas-White
Angela Hulme

Inspection activities

- The manager and provider gave one of the inspectors a tour of the premises and explained their curriculum intent.
- One of the inspectors completed two joint observations of activities with the manager.
- The inspectors observed a range of activities and evaluated the impact on children's learning. They held discussions with staff.
- The inspectors held a meeting with the provider, manager and human resources officer. They looked at relevant documentation and evidence of the suitability of persons working on the premises.
- The inspectors spoke to children during the inspection.
- The inspectors took account of parents' views.

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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