

Inspection of Tick Tock Day Nursery

Weycroft Avenue, Millwey Rise Industrial Estate, Axminster, Devon EX13 5HU

Inspection date: 1 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff prioritise children's well-being, welcoming children back into small groups after the nursery re-opened during COVID-19 (coronavirus) pandemic. As a result, children are settled and excited to come to nursery, separating from their carers with ease. While children's families are not able to enter the nursery building currently due to COVID-19 restrictions, parents are extremely positive about the nursery and describe the supportive contact they receive. Staff use electronic systems, telephone calls and contact during arrivals and departures to share information about children's progress with families.

Babies and younger children learn together in a dedicated area of the nursery where staff form close, caring relationships with them. Staff know the children very well and are warm, enthusiastic and work together as a team, often delighting in children's achievements and steps in learning. Children in the pre-school area show enjoyment as they sing songs and use instruments in a group with their friends. Children play together happily in the well-resourced outdoor areas, digging in the sandpit and developing confidence in learning to ride a balance bike. They learn to develop independence and to be part of a group in readiness for school.

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

- Staff recognise the importance of using books to engage children in developing language skills. Babies enjoy handling books with textures. Two-year-old children cuddle up to be read to and older children retell stories using props. Staff build on children's communication skills, introducing new words while they play. Children talk about 'big, gigantic dinosaurs' made with the play dough and pre-school children identify shapes, describing the 'pointy angles' of a triangle.
- Staff assess children's development and carefully plan individual support where it is needed, such as using sign language. Parents comment on how well their children's language has progressed since they started at the nursery. The manager leads staff in identifying children who may need extra help. As a result, staff seek guidance from other professionals and make timely referrals for support.
- Children show motivation and curiosity for learning. Staff demonstrate to pre-school children how to use pipettes to collect coloured water and children learn to persist as they develop fine-motor control. Two-year-old children explore how to fill and pour colourful rice into containers. Adults introduce new ideas, such as 'full up', 'more' and 'empty'.
- Staff ensure that children learn to be safe and healthy by using sun cream and sun hats and learning to wash their hands regularly. Children learn to become independent as they pour drinks and help themselves to fruit snacks. Staff identify where children need support in developing skills in self-care, such as

potty training. Staff work in partnership with parents, who feel supported as children develop skills in readiness for their next stage in learning.

- Staff are attentive with babies and take account of their individual needs in nappy changing and sleep routines. Babies enjoy cuddles and respond with smiles when staff play, talk and show them colourful lights in the sensory area. While staff involve babies in activities, occasionally, they miss cues from babies for face-to-face communication. For example, during snack times, babies in high chairs do not always have opportunities to join in with children and adults. Furthermore, during some group times, babies lose interest due to their seating position, which prevents them from responding to an adult.
- Staff in the pre-school room support children's imaginative and collaborative play, such as role playing hairdressers. The youngest children in the pre-school room do not always have consistent access to a wide range of media and materials in order to develop their own ideas. Staff do not always use questioning effectively to facilitate children to express themselves creatively.
- The manager is ambitious to provide an effective curriculum for all children. She supports staff through training and uses her knowledge about children's progress to drive improvements. For example, staff develop the outdoor environments so that babies and younger children benefit from adults playing with them in quieter and shaded areas, while pre-school children explore mark making with water sprays.

Safeguarding

The arrangements for safeguarding are effective.

The manager supports staff to feel confident and safe working at the nursery during the COVID-19 pandemic and ensures that there is appropriate induction and recruitment of new staff. Staff have access to regular training to keep them informed and up to date about how to keep children safe. Staff know the signs to be aware of to protect children at risk of harm and have an understanding of wider safeguarding matters. Staff know what to do if they are concerned about a child and how to refer to other agencies.

What does the setting need to do to improve?

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

- further develop staff skills in effective questioning to help pre-school children explore their creative ideas, with consistent access to a wide range of media and materials
- further improve opportunities for babies to interact with adults during group activities and routines in order to enhance their communication and learning.

Setting details

Unique reference number	EY553056
Local authority	Devon
Inspection number	10133800
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	45
Number of children on roll	47
Name of registered person	Tick Tocks (Axminster) Ltd
Registered person unique reference number	RP906948
Telephone number	01297 631972
Date of previous inspection	Not applicable

Information about this early years setting

Tick Tock Day Nursery registered in September 2017 and is based in Axminster, Devon. The setting is open Monday to Friday from 8.30am to 5pm. The owners are both qualified at level 4 and employ nine members of staff who hold relevant qualifications ranging between levels 2, 3 and 4. The setting receives funding to provider free early education for children aged two, three and four years.

Information about this inspection

Inspector

Stephanie Wright

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The inspector carried out a joint observation with the setting's manager.
- Children spoke to the inspector about their learning as they played inside and outdoors.
- The inspector scrutinised documentation, including staff qualifications, training records and checks for suitability.
- The inspector spoke with parents to take account of their views of the nursery.
- The manager and the inspector completed a learning walk together, which included areas for children under the age of three and the pre-school.

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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