

Inspection of Tick Tock Playgroup

Hall Close, Wroughton, Wiltshire SN4 9LD

Inspection date: 15 July 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this nursery and are eager to join in with the activities. Young children enjoy pouring water from tea pots into cups, singing songs and joining in with action songs. Older children happily join in large group activities as they play a game with the parachute and take turns being a 'shark' and catching their friends' toes.

Children show they have formed positive relationships with staff who they know will offer them reassurance when needed. Staff have high expectations for children's behaviour. They are consistent in how they help all children learn about the rules and boundaries and do so sensitively, particularly for those children who struggle to understand. Children make friends and play together cooperatively, filling syringes with water and squirting them on the fence to see the patterns they make.

The manager worked closely with other agencies and parents during the first lockdown due to the COVID-19 (coronavirus) pandemic. She kept in contact with parents and encouraged the most vulnerable children to continue to attend. Parents whose children did not attend had access to learning packs through the online system and the manager regularly checked children's welfare. Parents report they enjoy the book swap scheme that has been re-introduced. They report it gives them special time with their children to read the stories and talk about what they enjoyed. Parents state they feel very well supported by the manager and staff and that their children have made good progress.

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

- The manager and staff have made good improvements to their practice since the last inspection. They have monitored children's development due to the COVID-19 pandemic. They have prioritised supporting children's social skills and speech and language, in line with the local feeder school's recommendations. Additional funding is used well to promote children's development and extra support is put in place. All children, including those with special educational needs and/or disabilities and the most vulnerable, are supported to make the best possible progress.
- Children are motivated and eager to join in with the activities. They use their imaginations well as they dress up and engage in role play. They pretend to cook and make dinner, and older children enjoy dancing to music. However, some creative activities are too adult-led and restrict children's ability to express themselves using a range of media and materials.
- Staff have plenty of opportunities for their professional development and have attended relevant training, including autism and phonics. This has resulted in a

new phonics programme being put in place and an increased awareness of how to support children with autism, such as giving them more time to respond to instructions.

- Staff support children's language effectively, overall. They interact well with the children, engage them in conversations and use stories and singing routinely to promote new vocabulary. Young children develop confidence in their speaking and older children chat with their friends and staff with ease. However, at times, staff do not encourage children to think about how they may solve a problem or complete a task and they are too quick to offer a solution.
- The manager has clear priorities for improvement and has worked closely with the local authority to support children with special educational needs and/or disabilities and those who are vulnerable. She recognises that the needs of the children change, and that funding needs to be spent accordingly. While the focus this year has been on children's well-being, she has already recognised that next year it will be on training staff to support children's speech and language more effectively, due to the long waiting lists for professional help.
- Children have plenty of fresh air and exercise. They enjoy being outside in the garden and ride around confidently on their tricycles and balance bikes. Older children practise using a tennis racket and ball and demonstrate how to use it, showing they are proud of their achievements. Children have healthy snacks and meals and learn about the importance of healthy eating, good hygiene and rest.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff check children's welfare meticulously, keep detailed records of concerns and liaise with the relevant agencies about their most vulnerable children. Staff know what to do if they are worried about a child's well-being and if they are concerned about the conduct of a colleague. Staff have attended training and know the agencies to contact if they do not feel their concerns have been followed up. Staff recruitment is robust and clear procedures are in place to check they are suitable for their role. Staff provide a safe environment for children and they are encouraged to take risks as they climb on the tree trunk in the garden, for example.

What does the setting need to do to improve?

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

- increase opportunities for children to freely express their ideas through a range of media and materials
- help staff understand the need to support children to find solutions to solve problems or complete tasks, to further their independence skills.

Setting details

Unique reference number	2496417
Local authority	Swindon
Inspection number	10201778
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	40
Number of children on roll	85
Name of registered person	Tick Tock Playgroup Committee
Registered person unique reference number	RP523099
Telephone number	01793 814191
Date of previous inspection	11 April 2019

Information about this early years setting

Tick Tock Playgroup registered in new premises in 2018 in Wroughton, Swindon. It operates on weekdays from 8am to 6pm for 50 weeks of the year. It is in receipt of funding for free nursery education for children aged two, three and four years. There are 16 staff including the manager. Of these, two hold qualifications at level 6, five hold qualifications at level 3 and four hold qualifications at the equivalent of level 2. Four staff are currently training for a qualification at level 2.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager completed a learning walk with the inspector and discussed her curriculum focus with her. The inspector spoke to staff at appropriate times during the inspection.
- Children spoke to the inspector about what they enjoyed doing at the setting. The inspector spoke to parents and took into account their views.
- The inspector observed staff interacting with the children, indoors and outdoors, and assessed the impact of this on their learning. The manager and inspector carried out a joint observation and the manager evaluated the quality of teaching.
- The inspector sampled a range of documents, including recruitment files, the complaints records, first-aid certificates and safeguarding 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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