

Inspection of Tick Tock Day Nursery

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

Inspection date: 21 July 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed into the setting. They are happy and show they feel secure as they smile when they are greeted by staff. Some children are developing a wide range of vocabulary and they confidently chat to staff and their friends. Older children confidently speak to adults and are eager to share home experiences with them.

Children in the toddler room join in with singing sessions and story time. They recall what they have learned and remembered. Children independently sing and talk about the stories of the 'Bear Hunt' and 'Gruffalo' as they walk around the room. Staff enthusiastically join in and encourage children to act out the stories they know. Babies are encouraged to explore different textures and learn to use tools to transport sand. However, teaching is inconsistent, and staff do not always respond to children's emerging needs. Although staff provide children with a range of resources, there is not always a clear learning intention of what staff want them to learn. For example, older children who are able to write independently are provided with worksheets to trace over letters. This means that they are not challenged enough in their learning to help them make the best possible progress.

Staff do not always have the highest expectations for all children. Children do not have opportunities to be fully independent at mealtimes. Staff open their food packaging for them and tidy up for them. Some children are not provided with opportunities to use a knife and fork. This impacts on the skills children acquire in preparation for the next stage in their learning.

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

- Leaders and managers are committed to the nursery and have been developing the environments, in particular the outdoors. However, they do not have a good enough overview of the nursery. They do not demonstrate a strong understanding of the curriculum and how this is ambitious for all children.
- Improvements have been made to the self-evaluation. However, too much focus has been placed on resources and any weaknesses in staff practice across the nursery have not been identified. As a result, this weakness has not yet been addressed, in order to raise the overall quality of the experiences for children.
- Staff work well together. They have completed a range of online training courses. Room observations are completed, and staff receive annual appraisals. However, the monitoring of staff practice is not focused enough on developing their knowledge and skills to improve the quality of education and outcomes for all children.
- Staff know children well. They complete observations of children and identify their next steps in learning. However, staff do not use this information to identify

what they want children to learn next. As a result, activities and experiences offered to children do not consistently build on what children know and can do, in order to help them to make the best possible progress in their learning and development.

- Targeted support plans are in place for children with special educational needs and/or disabilities (SEND). However, staff do not yet have a good enough understanding of how to consistently support these children, to help to close gaps in their learning.
- Parents speak positively about the nursery. They say they are happy with the care and learning their children receive. Staff gain information from parents when their children first start and use this to help children settle quickly. Parents receive regular progress reports from their child's key person and receive ideas of how they can support their child's learning at home.
- Children have opportunities to develop their physical skills. They enjoy dancing and doing actions to songs. Children develop coordination as they move their bodies in different ways. They develop muscle control as they learn to hold a pencil, write and use scissors safely.
- Children, generally, behave well and respond to staff as they offer gentle reminders to play nicely and share. However, older children do not always show a positive attitude towards learning because at times throughout the day they appear bored. They lose focus in the activities that are available to them and staff do not reflect on this to provide new opportunities. This hinders their learning.
- Children build positive relationships with staff and benefit from a named key person. Staff are kind and caring towards children. They are attentive to babies. Staff respond to their cues and encourage them to try new experiences with support. This helps their personal, social and emotional development.

Safeguarding

The arrangements for safeguarding are effective.

There is a well written child protection procedure in place, which is in line with local guidance. Staff and managers undertake regular training to maintain their knowledge of how to safeguard children. They are alert to signs that could indicate a child is at risk of harm and demonstrate an awareness of wider safeguarding issues, including their responsibilities under the 'Prevent' duty guidance. Staff are able to explain the procedures to follow to report any issues of concern about a child's welfare. Managers understand how to manage any allegations that are made against staff. Managers ensure that necessary vetting checks are undertaken on staff to help assess their suitability to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the arrangements for the supervision of staff, so that all staff receive support, coaching and training to build on their personal effectiveness and promote the interests of all children	25/08/2021
ensure that leaders and managers have sufficient oversight of the educational programmes, so that all children benefit from an ambitious curriculum that challenges their learning and development	25/08/2021
ensure that there are arrangements in place to support the individual needs of children with special educational needs and/or disabilities or who speak English as an additional language.	25/08/2021

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

- strengthen self-evaluation to swiftly identify and address weaknesses in the quality of education and improve outcomes for all children.

Setting details

Unique reference number	EY268507
Local authority	Sandwell
Inspection number	10147519
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 3
Total number of places	112
Number of children on roll	89
Name of registered person	Tick Tock Day Nursery Ltd
Registered person unique reference number	RP521617
Telephone number	01384 567666
Date of previous inspection	17 February 2020

Information about this early years setting

Tick Tock Day Nursery registered in 2003. The nursery is located in Cradley Heath. The nursery opens 7.30am to 6pm, Monday to Friday, all year round. There are 20 members of childcare staff employed. Of these, 18 hold qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Lisa Bennett
Emma McCabe

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The manager and the inspectors completed a learning walk to understand how the provision and curriculum are organised.
- The manager and the inspectors carried out two joint observations to evaluate the quality of teaching.
- Parents spoke to the inspectors about their views of the nursery.
- Children spoke to the inspectors about their experience at nursery.
- The inspectors observed the quality of teaching to assess the impact this has on children's learning.
- The inspectors held a meeting with the management team and provider and looked at relevant documentation and evidence of staff suitability.

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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