

Inspection of Tick Tock Day Nursery

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

Inspection date: 29 June 2022

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 have benefited from the improvements that leaders and staff have made since the last inspection. All children, including those with special educational needs and disabilities (SEND) and children who speak English as an additional language, make good progress in their learning. Older children are well prepared for the move to school.

Children arrive happy and ready to learn. Babies form close bonds with staff who are kind and nurturing. When babies become upset, they seek comfort from staff, who know the best way to soothe them. Toddlers understand the daily routines and excitedly anticipate what will happen next. They develop good levels of independence and confidently help staff with everyday tasks.

Children are well-motivated to play, explore and make new discoveries. Babies concentrate as they make marks on large sheets of paper on the floor. They reach forward to grasp crayons placed out of their reach. This supports their physical development well. Pre-school children develop good social skills and enjoy involving friends in their play. Together, they develop storylines as they access role play equipment. They gain an awareness of the needs of others and offer to share resources. Staff are positive role models, and children respond well to them. Children's behaviour is good.

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

- Leaders have reflected well on the service they provide and have developed an effective approach to continuous self-evaluation. They have successfully supported staff to improve their knowledge and skills to benefit children. Staff have received focused professional development opportunities. For example, room leaders have completed leadership training with the local authority. This has helped them to improve their management skills to oversee and help raise the quality of teaching and children's learning in their rooms. However, leaders now need to complete ongoing, comprehensive monitoring of teaching and staff practices to further enhance children's learning experiences.
- Leaders have successfully worked with staff to improve the provision for children with SEND. They promptly liaise with parents and other professionals to implement targeted plans to help children to receive the support they need. Overall, partnership working is good, particularly for children with SEND. However, this successful partnership working is not consistent for all parents to help staff to obtain a comprehensive understanding of each children's interests and achievements at home.
- The manager has developed an ambitious curriculum that is well-sequenced to help children to build on their knowledge and skills. Staff successfully implement

the education programmes for children. They have a good knowledge of their key child's achievements and what they need to learn next. Staff carefully plan the learning environments to ensure these meet the needs of the children in each of the three rooms. They have clear learning intentions and identify how teaching can be adjusted to support and extend children's learning.

- Staff skilfully support children's communication and language. They carefully consider the needs of children who speak English as an additional language. Staff use effective strategies to help these children to be confident communicators in English and their home languages. Staff encourage babies to practise their sounds and to develop the skill of taking turns in conversations. They help older children to understand the meaning of new words. For example, children discuss their observations and explain what words such as 'clear', 'big' and 'tiny' mean. All children develop a love of books and develop good language skills.
- Staff provide children with a good range of experiences that develop their physical skills. These help children to achieve their development milestones quickly, including their large- and small-muscle movements. Toddlers concentrate as they use kitchen tongs to pick up pom-poms. Babies confidently negotiate steps and ramps as they travel over soft-play equipment. Pre-school children excitedly hold narrow straws and blow into water to make bubbles. This supports them to grasp smaller objects between their fingers and strengthens their mouth muscles and breathing skills.
- Staff are attentive to children's care needs and follow good hygiene practices. Children learn about good hygiene routines and how to stop the spread of germs. For example, they put used tissues in the bin and then wash their hands.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained in their safeguarding policy and procedures. They know how to obtain help for children, and the provider has effective procedures for the management of safeguarding. Leaders and staff have a secure understanding of the potential signs that may indicate that a child is at risk of harm. They know how to respond to incidents of children harming children and how to report concerns about the conduct of a colleague. Staff help children to understand about risk and keeping themselves safe, such as the dangers of choking. They help children to understand the reasons for rules that are in place to keep children safe.

What does the setting need to do to improve?

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

- enhance partnership working to provide all parents with successful opportunities

for two-way conversations to further support the continuity of children's learning at home and in the nursery

- strengthen even further the arrangements for monitoring staff's practice to focus precisely on identifying further improvements to teaching and children's learning.

Setting details

Unique reference number	EY268507
Local authority	Sandwell
Inspection number	10204154
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 4
Total number of places	120
Number of children on roll	141
Name of registered person	Tick Tock Day Nursery Ltd
Registered person unique reference number	RP521617
Telephone number	01384 567666
Date of previous inspection	21 July 2021

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, 16 hold qualifications at level 3 or above. The manager holds a level 6 qualification. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Anne Dyoss
Dale Ramsey

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The managers and the inspectors completed learning walks together. The inspectors observed teaching practices and considered the impact these have on children's learning.
- The inspectors held discussions with the leaders, staff, children and parents.
- The inspectors sampled some of the setting's documentation, including suitability checks and the safeguarding policy and procedures.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022