

Inspection of Tick Tock Daycare Limited

Tockwith C of E Primary School, Southfield Lane, Tockwith, YORK YO26 7RP

Inspection date: 22 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 good

When children arrive at the nursery, they are welcomed by attentive and nurturing staff. The nursery has a lovely family feel, and children refer to staff as 'aunties'. Children form strong relationships with their key person, who knows them well. Babies smile happily at the inspector from the safety of the caring staff. Staff gather information about children before they attend. This enables them to accurately assess their starting points and build on what children know and can do. Children make good progress in their learning. Staff create a very calm environment, where children are happy and feel safe. Their feelings and opinions matter to staff.

Children independently choose activities, following their own interests. For example, children choose to do a jigsaw. They work together, skilfully turning the pieces around to fit. They kindly help each other to complete the puzzle. Children are developing positive friendships. Children behave well because staff have high expectations. They learn to share and take turns in age-appropriate ways. Staff help children to learn about safe practices. For example, staff explain to young children why they cannot touch a lamp that is switched on.

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

- The leadership team has developed an aspiring education programme that covers all areas of learning. It is built on what children already know and can do and follows their interests. However, individual learning is not always shared effectively among staff or with parents. For example, children may not be with their key person. They are regularly with staff, who do not always know children's precise next steps in learning.
- Outdoor learning is a key element of this setting. Children freely choose to go outside and have access from every room. This benefits those children who learn best outside. All areas of learning are promoted. For example, children develop their problem-solving skills as they work out how to get water from the tap to the waterfall trays. Children develop their physical skills as they balance and climb. They go on daily walks to a nearby wooded area and out in the community. This helps children to gain a growing understanding of the world around them.
- Staff interact and engage well with children in small groups. They use a range of questioning techniques aimed at children's age and stage of development. However, at times, less-confident children do not get the opportunity to fully engage in group activities. Furthermore, monitoring of teaching is quite rigid. This means that weaknesses in teaching are not always noticed.
- Managers are committed to providing the best possible care and education for all children. Staff are well qualified and have a good understanding of early

childhood development. They have opportunities to further develop their knowledge through recognised qualifications. Staff state that they feel supported in their roles and studies. This helps to boost staff happiness and motivation.

- Parents speak highly about the nursery. They value the information shared on their children's experiences and development. Parents state that staff go 'above and beyond' to make sure that children are happy and settled. They are pleased that siblings see each other during the day. This further supports children's emotional well-being.
- Children develop a love of books and storytelling throughout the nursery. Staff sit in the book corner in each room to encourage children to join them. They read with enthusiasm. They use props to support stories and discussions. For example, staff wear hats and sunglasses during a conversation on what is needed for a trip to the beach. Children enjoy taking books from the lending library. This helps parents to further support children's learning at home.
- Independence is supported throughout the day. Each day, pre-school children find their name card and choose where to hang their coats. They confidently take off their outdoor shoes and put them away. At snack time, children choose what they want to eat. When finished, they put their plates in a bowl for washing and independently wash their hands and faces.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the different types of abuse and the signs they need to be aware of. They know how to record and report their concerns within the setting and the reporting procedures for the local authority. Staff supervise children well and help children to learn how to keep themselves safe. The provider has a robust recruitment process. Arrangements are in place to ensure that staff remain suitable to work with children. Managers ensure that staff are trained in first aid and are deployed well to deal with potential accidents.

What does the setting need to do to improve?

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

- further improve monitoring of teaching during group activities to ensure staff support quieter children, enabling all children to engage in language development
- be even clearer about children's individual learning needs and share this information between staff and parents.

Setting details

Unique reference number	EY461169
Local authority	North Yorkshire
Inspection number	10229362
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 10
Total number of places	70
Number of children on roll	87
Name of registered person	Tick Tock Daycare Limited
Registered person unique reference number	RP532485
Telephone number	01423359188
Date of previous inspection	3 February 2017

Information about this early years setting

Tick Tock Daycare Ltd. registered in 2013 and is based in Tockwith, York. The nursery employs 20 members of childcare staff. Of these, four hold appropriate early years qualifications at level 6, two at level 5, and nine have qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Thompson

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector and the deputy manager completed a joint observation of a group activity.
- The inspector held a meeting with the manager and deputy manager and sampled documentation, including staff qualifications, staff suitability checks and first-aid certificates.

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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