

# Inspection of Tick Tocks Nursery And After School Club

McLintocks, Summer Lane, BARNSELY, South Yorkshire S70 2NZ

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Inspection date:

25 January 2023

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## **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

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Despite weaknesses in the key-person system, planning, supervision and deployment of staff, children arrive happy and ready to play. As children arrive each day, the setting is peaceful and spacious. Children and families are welcomed, and children can choose to play or sit and eat breakfast. Children are sometimes offered carefully designed activities to meet their individual learning needs. However, this is not consistent throughout the nursery for all children. When staff are not available, some children are left to wander around and do not show an interest in the resources and experiences on offer. This has an impact on children's learning and welfare.

Staff encourage children to sit together on the carpet for stories and songs. They sing about the days of the week. Staff use actions and children slowly begin to join in repeating the days of the week and counting on their fingers as they remember the song. Children are encouraged to explore sensory activities. Children use their fingers to paint a model dinosaur, they are engaged and engrossed as staff encourage them to recognise different parts of the dinosaur body. Children sprinkle the paint with glitter and wash it away in the water trough.

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

- In some areas of the nursery a system of observation, assessment and planning is in place. However, planning is not consistent or shared effectively. There is no clear focus on what individual children need to learn next and not all children are engaged and challenged. Children's next steps are not consistently shared among staff to provide appropriate and challenging experiences for all children
- Staff-to-child ratio requirements are met in all areas. However, staff cover large areas and are not always working with their key children to observe and respond to children's interests. This impacts on the development of communication and language and how staff understand and plan for individual children.
- The provider, who is also the manager, is passionate about supporting families of children with special educational needs and/or disabilities. She has developed good links with other professionals and organisations to support families to find support, guidance and funding. Parents say they are grateful for the expert help they receive.
- Parents are encouraged to share information when children start at the setting and in regular conversations with staff. This information is used to identify children's starting points and to inform the curriculum. The manager has a clear intent for the curriculum to focus on socialisation, although it is evident in some activities that this is not yet consistent throughout the nursery. The manager holds informal supervision meetings with staff. However, a more robust system of supervision meetings is needed to improve the practice and well-being of all

staff.

- The outdoor environment is used regularly; children enjoy being outside, they run around and ride tricycles. The area is not yet organised, resourced or planned to support engaging, creative play and learning.
- The cook prepares healthy meals and carefully monitors children's specific dietary requirements. Children eat together at the table, they listen to instructions and behave well. Older children take responsibility and practice independence by helping to clear away their plates and cups.
- Staff are affectionate, they spend time learning about individual babies and helping them to settle. Babies feel secure and develop close bonds; staff cuddle them and make eye contact while they are bottle fed. Children's care needs are met, babies have labelled cups and access to water throughout the day. Nappy changing is carried out with sensitive care and privacy to meet the needs of different children. Children sleep when they need to and wake up naturally.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of the types of abuse and can identify possible signs and symptoms of abuse. They know who to speak to for support and how to raise a concern about a child or an adult. Safeguarding contact numbers are accurate and prominently displayed in the setting, and the staff receive updates and training on local safeguarding policy. Registers are kept accurately, and accidents and incidents recorded, shared with parents and monitored.

## 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 planning so that all children consistently receive challenging and enjoyable activities and experiences that take account of their individual needs, interests and stages of development	30/08/2023
ensure that staff are deployed appropriately to support children's learning and welfare	30/05/2023
implement a key-person system that provides all children with consistent, settled relationships with familiar adults	30/05/2023

improve systems for the supervision of all staff in order to support staff's well-being and improve their practice.	30/08/2023
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**To further improve the quality of the early years provision, the provider should:**

- improve the outdoor area to promote learning in all areas and so that children can explore and develop their own play ideas.

## Setting details

<b>Unique reference number</b>	EY485169
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	10264919
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	99
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Tick Tocks Nurseries Ltd
<b>Registered person unique reference number</b>	RP903295
<b>Telephone number</b>	01226 284186
<b>Date of previous inspection</b>	29 June 2017

## Information about this early years setting

Tick Tocks Nursery and After School Club registered in 2015. The nursery employs 19 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, one at level 4 and two at level 5. The nursery opens all year round, Monday to Friday, from 7.30am until 6pm. They provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Brooks

## 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 provider and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk around the setting to understand how the early years provision is organised.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector observed play and interactions between children and practitioners during the inspection.
- The inspector held a number of discussions with practitioners and management and looked at relevant documentation.
- The inspector took account of the views of parents through discussions and written feedback provided.

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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