

Inspection of Tick Tock All Stars Nursery

Bells Lane Community Centre, Amesbury Circus, Nottingham, Nottinghamshire NG8
6DD

Inspection date: 2 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at nursery and quickly settle with their chosen activity. They are learning to make friends and are developing their social skills. For example, toddlers offer chairs to each other, and pre-school children sit with their friends and share a book together. Children enjoy messy play. They watch with interest as staff show them how to sprinkle flour on their toy animals and cars. Children notice their cars are making tracks in the flour. They extend this and use their fingers to make circles and swirls. They are developing early writing skills. Staff use words such as 'clump' and 'pile' as they show children how to gather flour in a heap. Children attempt to copy these words.

Children enjoy outside play. They push themselves along in cars and on tricycles. Other children are supervised by staff as they try and balance on a large tyre. When children slip off, they are encouraged to persevere and staff praise them for their efforts. This helps children develop confidence in their coordination skills. Children laugh as they try and catch hoops that staff throw for them. When children throw the hoops back, staff remind them to look around and check before throwing, to ensure they do not hurt their friends.

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

- Staff help children to behave well. They are good role models who encourage children to use manners and be kind towards others. For example, when children want the same car, staff remind them that there are more in the box that they can choose from. Children then eagerly go and fetch their own car to play with. Staff regularly praise children during their play and daily routines. This is motivating for children and gives them a sense of pride.
- Managers and staff work closely with the local community. They know the children well and use this knowledge to plan additional activities to widen children's experiences. For example, managers provide educational packs for families to help them to support their children's learning at home. In addition, staff ensure opportunities are available for children to experience the local shops and take weekly gym sessions. This helps children to have a range of experiences that support their all-round development.
- Overall, daily routines are well organised and support children to learn. However, on occasion, children's learning is interrupted. For example, story and song time is disrupted by staff talking loudly and preparing the room for lunchtime. Consequently, children lose focus. They start to play with toys that are nearby, begin to chat to each other and some leave the activity. This disrupts children's learning and their ability to fully listen and engage in learning.
- Staff encourage children to develop their growing independence. For example, children know the routine for mealtimes and offer to help staff set out the cups

and cutlery. Children learn to do things for themselves. They take care as they pour water into their cups and use serving utensils to spoon pasta onto their plates. Staff gently offer help to those children who need it. Children are keen to scrape their leftover food into the bin.

- In general, staff ensure a variety of activities are on offer to support children's interests and build on their existing knowledge and skills. However, occasionally, staff do not consider whether the spaces where children are going to play can fully support their learning. This does not help them to deliver the learning intentions of the activity. For example, a planned bug hunt is not well organised. As a result, children are unsure about what they are doing and, overall, they do not get involved in searching for bugs.
- Parents are positive about the care their children receive. They feel that communication with staff is effective, and their children have developed positive relationships with their key person. Parents state they appreciate the help staff have given them in accessing support from other services, such as speech and language therapists.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff fully understand their responsibilities to keep children safe. They are aware of the signs and symptoms that may indicate a child is at risk of harm. This includes those who may potentially be at risk from radical views. Staff know the procedure to follow should they need to report a concern about a child or a member of staff. Managers ensure safer recruitment checks are undertaken to confirm the ongoing suitability of staff working with children. Staff undertake daily checks to ensure the inside and outside areas are safe for children to play in. Parents state their children are safe and secure.

What does the setting need to do to improve?

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

- improve the organisation of story and song time to ensure children are not interrupted, to allow children to remain engaged and focused
- organise all activities and the environment in which they are to be delivered in such a way that children want to engage with them and can benefit from the experience.

Setting details

Unique reference number	2650146
Local authority	Nottingham
Inspection number	10275360
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	2 to 11
Total number of places	25
Number of children on roll	48
Name of registered person	Tick Tock All Stars Ltd
Registered person unique reference number	RP910202
Telephone number	07792252333
Date of previous inspection	Not applicable

Information about this early years setting

Tick Tock All Stars Nursery is based in Nottingham. It registered in 2021. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round. The setting provides funded early education for two-, three-and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The nominated individual, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 carried out a joint observation of a communication and language activity with the manager.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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