

# Inspection of Tick Tock

The Clock House, Moor Park School, Moor Park, Richards Castle, Ludlow,  
Shropshire SY8 4DZ

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Inspection date: 25 April 2023

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

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

### **The provision is good**

Children happily enter this inviting nursery and quickly settle into the routines of the day. They approach staff for cuddles and reassurance. This helps children to feel safe and secure. Staff know children well. This helps them to meet the children's individual needs.

Children learn about how to keep healthy. They strengthen their physical and coordination skills at dance classes and enjoy daily walks in the surrounding grounds. Children are learning to take appropriate risks in the garden area. They pedal on tricycles and balance on planks while completing a small obstacle course. This helps to build self-esteem as children enjoy the success of completing tricky tasks.

Children delight in using their imagination and creativity in a variety of ways. The work around the nursery is clearly that of the children. Children enjoy making marks on paper that is cleverly set up on clipboards in the garden area. This helps to support their early writing skills. Children can freely access craft materials, such as tissue paper and glue, to make their own pictures. Staff effectively deploy themselves and encourage children to have a go. This gives children a sense of achievement and pride in the work they create. Children move around the space confidently and have lots of opportunities to lead their own learning.

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

- The manager is passionate about the journey and experiences she provides for young children, so they get the best start in life. Leaders plan an exciting and interesting curriculum that builds on what children already know and can do. There is a strong focus on building strong relationships with families when children first start. This secure foundation helps children and families to feel settled and valued.
- All staff speak highly of the manager. They comment that the manager is supportive and monitors the quality of education through regular supervisions. The manager can accurately highlight the strengths and weaknesses of the teaching and the environment. The manager's attitude to feedback is also good. This helps to drive and continue the improvements the nursery is making.
- Staff make good use of props and actions to encourage children to participate in songs. Children learn to sing in other languages, which helps to broaden their vocabulary and knowledge of other cultures. Staff consolidate the children's understanding by asking them to repeat the new words they have learned as they greet each other in German and Chinese.
- Support for children with special educational needs and/or disabilities (SEND) is good. Staff meet children's needs with dignity and respect. They complete

training in sign language to support children's communication skills. Staff sign at mealtimes to ensure they are understanding children's wants and needs. Staff make sure that all the activities they plan are inclusive. This helps children with SEND to make good progress in their learning.

- Children are supported well as they progress through the nursery and move to different rooms. Staff treat each child as unique and provide them with as much time as they need to settle. There is an effective key-person system in place. Staff regularly share progress information with parents through daily diaries and parent evenings. These efficient communication systems mean any gaps in learning can be quickly identified and discussed.
- Children enjoy a balanced and nutritious diet. Mealtimes are social occasions as children join together as a large group. This means they interact with different ages, observe other children and chat to staff that might be new to them. Children are becoming independent and learning behaviour expectations. They sit nicely as they learn to feed themselves and clean their own faces after eating.
- Children are eager to learn and they choose from a range of interesting resources. Children generally behave well. However, staff do not plan activities well enough during routine transition times to ensure children remain focused and engaged. As a result, behaviour starts to deteriorate. For example, as staff prepare children for nap time, other children run about and begin to tip resources out.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff fully understand their role and responsibility to keep children safe. Staff have good understanding of procedures to follow if they are concerned about a child's welfare. The manager follows the correct procedure if there are allegations made against staff. The environment is risk assessed throughout the day and the premises are safe and secure. Staff complete risk assessments and checklists when they move around the grounds of the school. There are robust recruitment procedures in place and ongoing checks mean staff working with children remain suitable.

## What does the setting need to do to improve?

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

- enhance the planning of activities during transition periods, so that children are highly engaged in their learning.

## Setting details

<b>Unique reference number</b>	EY294910
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10286881
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Moor Park Charitable Trust Ltd
<b>Registered person unique reference number</b>	RP525063
<b>Telephone number</b>	01584 876061
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tick Tock registered in 2005 and is based in the grounds of Moor Park independent school, Ludlow. The nursery employs 13 members of childcare staff. Of these, all 13 hold appropriate early years qualifications at level 3 to level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katie Rudge

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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