

# Inspection of Tick Tock Day Nursery

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

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Inspection date: 16 November 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

The setting is facing a challenging time and continued staffing issues are having a significant impact on the quality of care and education that children receive. The premises and environments are not well organised. This means that, at times, incidents go unnoticed by staff. Children are not always adequately supervised to ensure their safety. In addition, some aspects of the day, particularly mealtimes, become chaotic because staff do not organise these effectively and children spend too long sitting down. This results in children disrupting other children, as they get up from the table and wander around.

Staff are under pressure and spend most of their time directing agency staff or carrying out routine tasks. They are not able to prioritise their time on implementing the curriculum. Consequently, children's prior experiences and next steps for learning are not considered when activities are carried out. Children are told they cannot join an activity because there is not enough space. In addition, agency staff do not have the knowledge of what the learning intentions are for the activities they carry out. As a result, children do not engage in purposeful learning. Staff are unable to spend time focusing on interacting with children to provide back-and-forth conversations. This does not support children to develop their communication and language skills. Children do not receive consistent messages about behaviour expectations. When children become frustrated, effective strategies are not used to help them to overcome this. In addition, staff are not helping children to show a positive attitude towards their learning. That said, babies and children build secure attachments with their key person, who spends time getting to know them. Children are generally happy and make friendships. They enjoy playing outside in the fresh air and have lots of opportunities to develop their physical skills. For example, they ride on bikes, play with the bats and balls, and master the steps of the slide.

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

- There is a new manager in post who has identified some weaknesses across the setting and has begun to make some changes following previous actions raised. However, she has not had time to embed these changes to bring about sufficient improvement. Staff have received some support in the rooms and have completed training. However, due to the significant staffing issues, most feel overwhelmed and unable to fulfil all aspects of their key roles. The monitoring of staff practice and the arrangements for supervisions are not yet effective, and this means experiences children receive are poor.
- Staff are not able to meet the needs of the children. They spend most of their time directing other staff. They wander between activities and spaces within the rooms. However, due to the poor organisation of the environments, on

occasions, supervision is not adequate and staff miss incidents, such as children climbing on tables and helping themselves to food. In addition, they are not able to engage in purposeful teaching and learning to support children in all aspects of their development.

- Routine parts of the day are chaotic. During lunchtime, children are asked to tidy away very early. Younger children are expected to sit for a phonics activity before going on to sit down for lunch. Older children sit at the table to have a story. However, staff are not organised and prepared for mealtimes. This results in all children sitting for long periods. In addition, some children sit with no food because staff have failed to retrieve their packed lunches. Consequently, children become bored and restless. When children's meals do arrive, they get up and leave the table, and this disrupts others.
- Staff do not consistently respond to and manage children's behaviour appropriately. There are times when children become upset and angry, and have outbursts of negative behaviour which go unnoticed by staff. When staff do become aware, they offer brief comfort. However, they do not clearly explain to children why their behaviour is unacceptable. This means children do not fully understand behaviour expectations and boundaries and how negative behaviours can affect others.
- The curriculum for children is poor. Staff do not use what they know about children to plan challenging experiences that build on their prior skills and knowledge. When children take part in activities, such as dough, painting and water play, there is no clear learning intention. Staff plan phonics activities, but they do not identify that these sessions can be too complex for the youngest children. This results in children flitting from one thing to the next and becoming bored and disengaged.
- The special educational needs coordinator works with other professionals and puts in place targeted plans for children with special educational needs and/or disabilities. However, staff do not prioritise providing high-quality interactions. They do not engage in back-and-forth conversations or model words to help children's confidence with speaking and to close gaps in their learning.
- Children build warm and caring relationships with their key person. Staff softly sing to babies as they prepare for their nap, soothing them to sleep. Children's intimate care needs are managed and older children are supported to gain independence with managing their self-care needs.
- Parents comment their children enjoy coming to nursery. Staff share updates with parents, and parents are satisfied with the care their children receive.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and well-being are not assured. Staff lack vigilance when supervising children, and do not respond effectively to help children manage their behaviours when they become frustrated. This results in children having outbursts of unwanted behaviour and throwing toys at their peers. Despite this, in other respects safeguarding is effective. Managers and staff understand the reporting

procedures if they have a concern about a child or a person in a position of trust. There are clear recruitment procedures in place to ensure staff are suitable to work with children.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure staff practice is consistently monitored, and provide them with effective supervision to raise the quality of teaching and improve experiences for all children	14/12/2023
improve how staff plan and organise the premises, environments and routines to meet the needs of the children	14/12/2023
support all staff to use consistent strategies to manage children's behaviour that help them to understand expectations and boundaries	14/12/2023
ensure children are adequately supervised at all times to ensure their safety.	14/12/2023

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that all staff plan and implement a challenging curriculum that meets the individual needs, interests and next steps of all children, to help them engage in their learning and make good progress	31/01/2024
ensure staff engage children in consistent, quality interactions to support their communication and language skills.	31/01/2024

## Setting details

<b>Unique reference number</b>	EY268507
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10317924
<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 4
<b>Total number of places</b>	120
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Tick Tock Day Nursery Ltd
<b>Registered person unique reference number</b>	RP521617
<b>Telephone number</b>	01384 567666
<b>Date of previous inspection</b>	29 June 2022

## Information about this early years setting

Tick Tock Day Nursery registered in 2003. The nursery is located in Cradley Heath. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round. There are 15 members of childcare staff employed. Of these, 14 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

Emma McCabe  
Katherine Wilson

## 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 inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors spoke to children, to find out about their time at the setting.
- Staff spoke to the inspectors during the inspection.
- The inspectors spoke with the nominated individual and the manager about the leadership and management of the setting.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspectors.
- The nominated individual showed the inspectors documentation to demonstrate the suitability of staff.

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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