

Inspection of Tick Tock Day Nursery

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

Inspection date: 18 March 2024

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Significant weaknesses in the overall leadership and oversight of the nursery mean that little improvement has been made since the last inspection and several breaches to the statutory requirements remain. There is a lack of supervision for the manager and staff to help them understand and fulfil their roles. This means staff do not have the skills and knowledge to carry out their responsibilities effectively.

Strategies to manage children's behaviour are inconsistent and ineffective. This results in children displaying challenging behaviours that go unnoticed by staff. Children climb on furniture and often grab and push one another. The lack of expectations and boundaries leads to a chaotic environment. Consequently, this puts children at risk and does not support their safety and welfare. At times, staff plan some adult-led activities. For example, they provide an activity for children to make Easter baskets. However, poor planning means several pre-school children must sit and wait to join in. Then as it becomes time for their turn, they have to tidy up for lunch, and have not had chance to participate in any learning. This does not support children to show a positive attitude to their learning. That said, children arrive happily and confidently separate from carers. They choose toys independently. Staff are kind and greet children enthusiastically. They offer children cuddles and comfort when needed.

The deputy manager has clear learning aims for children. However, staff's understanding of what children need to learn next is inconsistent. Information gained from planning and assessment does not help staff to know enough about children. Too often, staff provide activities which are not tailored to children's individual needs. Staff provide toddler children with activities that are not appropriate for their stage in development. For example, they give children paper and scissors. Children do not know how to use the scissors and staff offer little support. At times, learning is incidental. Staff do not recognise that some children, including those with special educational needs and/or disabilities (SEND), need additional support, particularly with their communication skills. Leaders do not use and share information from other professionals to help close any gaps in their learning. This significantly hinders the progress that all children make.

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

- Despite previous actions being raised, the quality of education children receive continues to be poor. Leaders do not ensure staff working with children know enough about children's interests and stages of development. Staff do not plan or organise sessions well enough to ensure children benefit from meaningful interactions and support. There is not enough teaching from staff to support

children to learn. As a result, staff do not provide children with an interesting and challenging curriculum that helps them to make the progress they are capable of.

- Leaders do not ensure that all staff, including the manager, are adequately supported in their roles. They do not provide staff with effective supervision, support, and coaching to develop their skills and promote the interests of children. This negatively impacts on the outcomes for children. Staff access some training. However, this has not been successful in ensuring staff implement effective behaviour strategies or in providing quality learning experiences.
- Strategies that staff use to manage children's behaviour are inconsistent and do not help them to understand expectations. When children display unwanted behaviour, staff simply say their name or 'no thank you', without offering any explanation of why this behaviour is unacceptable. This results in children repeating and copying other children's poor behaviours. Children continue to grab and push each other or run around the rooms and climb. At times, this is unnoticed and unchallenged. Consequently, this impacts on children's safety and welfare. Children do not learn expected behaviours to help them to prepare for the next stage in their learning.
- Leaders do not place sufficient focus on promoting children's health. Food and drinks children bring in from home are often high in sugar or are high-fat fast foods. Staff do not work closely with parents to ensure all children benefit from a healthy diet and are well nourished throughout the day. Children do not have access to fresh drinking water. This affects their overall well-being and oral health.
- Partnership working with parents is not good enough. Two-way communication between home and nursery is poor. Leaders rely on parents approaching them to gather information. This is not effective. Parents and carers do not get enough information about their child's development progress, daily care routine, or what they are working towards next. As a result, parents miss valuable information about their child, which affects their health, safety, and learning progress.
- The arrangements for children with SEND are ineffective. Other professionals involved in the care of children with SEND provide staff with detailed action plans and targets for children. However, staff working with these children are not aware of these plans or targets. This means that children do not benefit from teaching and experiences that are focused on what they need to learn next. Children spend the session wandering around or playing with toys aimlessly. Children with speech and language delay have very little support to develop their communication. As a result, children with SEND make poor progress in their learning and development and gaps are widening.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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:

	Due date
provide effective support, training, and supervision for staff to help them to fulfil their roles and responsibilities effectively and improve the quality of staff teaching and interactions	12/04/2024
implement effective behaviour management strategies to support children to learn how to behave well	12/04/2024
promote children's health effectively, with particular regard to working with parents to provide nutritious food and ensuring drinking water is readily available and accessible to children	12/04/2024
improve partnerships with parents to establish an effective two-way flow of information about children's care and development	12/04/2024
ensure that the arrangements in place to support children with special educational needs and/or disabilities (SEND) are effective to help close gaps in their learning and stop them from widening.	12/04/2024

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

	Due date

ensure staff understand and use accurate assessment information and guidance from other professionals to implement robust planning and teaching for all children, including those with SEND, to help all children make good progress	12/04/2024
implement an effective educational programme that takes account of all children's individual development needs and interests to build on what they already know and what they need to learn next.	12/04/2024

Setting details

Unique reference number	EY268507
Local authority	Sandwell
Inspection number	10324613
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 5
Total number of places	121
Number of children on roll	81
Name of registered person	Tick Tock Day Nursery Ltd
Registered person unique reference number	RP521617
Telephone number	01384 567666
Date of previous inspection	16 November 2023

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 11 members of childcare staff employed. Of these, eight hold qualifications at level 3 or above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Katie Rudge
Trisha Turney

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and one inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The inspectors spoke to parents and took account of their views.
- The inspectors spoke to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The inspectors spoke with the nominated individual and the deputy manager about the leadership and management of the setting.

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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