

# Inspection of Tick Tock Day Nursery

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

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Inspection date: 4 July 2024

## **Overall effectiveness**

## **Requires improvement**

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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

Inadequate

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

### The provision requires improvement

The provider has made improvements to the overall leadership and oversight of the nursery, which is starting to have a positive impact on children's outcomes. They acknowledge there are improvements that need to be made within the nursery. Many of the weaknesses are long-standing and therefore they need time to create change. Leaders identify key areas for development. Improvements to the previous actions that were set are evident. However, as there is a new staff team, some of these changes need to be fully embedded into practice.

Staff have completed training in behaviour management. Strategies to manage behaviour are improving. Staff are increasingly aware of when children show poor behaviour. Most staff calmly explain to children any impact unwanted behaviour has. However, sometimes, this is inconsistent between staff. Newer staff sometimes do not challenge children enough when they misbehave. As a result, children do not always receive consistent messages about how and why they should behave well.

Staff regularly plan for children's learning and monitor their progress. When staff provide activities that are interesting and stimulating, children show a keenness to learn. Sometimes, once these activities are finished, there is not yet enough planned to keep children engaged in learning. At times, children spend too long free playing. This is most evident during transition times, for example, when they move indoors from the garden or when they wait for mealtimes. This is when behaviour deteriorates as children become bored. Staff do not always plan activities that consistently motivate children to engage and learn. Therefore, teaching is not sharply focused on closing the gaps in children's knowledge.

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

- Leaders have a clear understanding of what they want children to learn. However, their vision for a rich and broad curriculum is still being embedded. Older children are beginning to be prepared for school. They learn to put their coats on and do the zip and buttons up, as well as hanging them on their pegs when they arrive and after outdoor play.
- Weaknesses in the planning of activities mean the staff plan for children as a group, rather than for the specific needs of each child. Consequently, some children are not challenged to the highest level and do not make the rapid progress they are capable of. This affects the behaviour of some children, as they become bored. Not all staff consistently acknowledge this behaviour. This affects the overall progress some children make.
- Leaders have improved how they support and monitor staff practice. The manager completes regular observations of staff's teaching and provides

constructive feedback. However, this is not yet fully effective at improving the quality of education to a consistently good level. Staff say they feel well supported in their roles, and that their well-being is a priority. As a result, morale is improving, and staff are happy.

- All children enjoy daily outdoor play. There are lots of opportunities for them to be physically active. Children delight in using the climbing frames and taking turns on the swings. Staff closely supervise to ensure children remain safe when taking appropriate risks. There are lots of interesting outdoor resources that engage children to learn. For example, there is a large sandpit and soft-play equipment. As a result, children are building their large muscles and learning to take turns with their friends.
- Children that the nursery provide food for, enjoy freshly prepared meals and snacks. Staff have worked hard to improve the quality of food that children bring in from home. Staff provide information and education to parents that ensures children are given healthy and balanced meals. Children have access to fresh drinking water throughout the day. This supports the children's overall health and well-being.
- Support for children with special educational needs and/or disabilities (SEND) is improving. The special educational needs coordinator has recently reviewed all the children's plans and targets, and made referrals for external support. She shares information with the wider staff team. This means children will get the early and ongoing support they might need. Staff are calm and clear in their approach to children with SEND. Close bonds between staff and children are evident.
- Parents speak positively of the nursery. They say their children are happy and enjoy attending. Parents say they are well informed of their child's progress and receive support and advice from staff. Verbal and written handovers are thorough and advise them of their child's day. This effective communication supports the relationships between home and nursery.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
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design and implement an ambitious curriculum that consistently engages and motivates children to learn	30/07/2024
enhance planning so that it is individualised for each child's specific needs and what they need to learn next	30/07/2024
continue to build on behaviour management strategies so that staff are consistent in their approach throughout the nursery	30/07/2024
further enhance the ongoing supervision and monitoring of staff practice so that it continues to improve the overall quality of care and learning children receive.	30/07/2024

## Setting details

<b>Unique reference number</b>	EY268507
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10340933
<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 5
<b>Total number of places</b>	121
<b>Number of children on roll</b>	72
<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>	18 March 2024

## 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 5.30pm, Monday to Friday, all year round. There are 13 members of childcare staff employed. Of these, 12 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  
Tracey Boland

## Inspection activities

- The inspector 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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.
- Parents shared their views of the setting with the inspector.

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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