

# Inspection of Tick Tock Playgroup

Hall Close, Wroughton, Wiltshire SN4 9LD

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Inspection date: 23 July 2024

<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	Requires improvement

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

### **The provision is inadequate**

Leaders and staff do not identify and reduce potential risks in the outdoor environment, which compromises children's safety. Children ride bicycles with broken pedals and use large, two-wheel pedal cycles without wearing protective helmets. Staff do not consistently teach children how to ride these safely. As a result, children ride down a sloped area in the garden and crash into fences.

Leaders construct a curriculum that they base on preparing children for their next stage of learning. However, staff are not clear on how to implement this curriculum. They deliver activities that, at times, have little purpose. Children do not always benefit from strong support, as some staff do not engage children or further extend their learning. For example, in the garden, as children explore water play, staff do not always extend their play or introduce new ideas to help children build on what they already know and can do.

Children are not consistently supported to help them learn how to behave well. Staff struggle to implement positive behaviour strategies or help children to manage their emotions. Nevertheless, children show care for others. When they accidentally bump into one of their friends, they immediately say sorry and check if their friend is OK.

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

- Leaders and staff do not recognise and minimise risks in the outdoor environment to help keep children safe. For example, in the corner of the garden is a pile of discarded toys that children play close to and ride their bicycles near. Staff do not always monitor this area to ensure items are not used by or fall onto the children. Additionally, a door to a plant room with a gas boiler and pipes is left ajar. Children can potentially enter this space where there are risks to their safety.
- While some experienced staff are aware of suitable strategies to manage children's behaviour, less confident and experienced staff do not have the necessary skills to manage children's behaviour consistently. For example, when children are told it is time to go inside, they are not provided with a warning or explanation that helps them understand what staff expect of them. As a result, some children become upset and are not supported in understanding why some behaviours are inappropriate.
- Leaders seek input from external agencies and liaise with local schools to construct their curriculum. However, they do not ensure all staff understand how to implement the curriculum or have the skills to help children make good progress in their learning. For example, as children play in the garden, staff supervise them rather than encouraging children to develop new skills or

modelling how to use resources purposefully. This means children are not consistently supported to build on their existing knowledge and skills.

- Leaders listen to parents' concerns about their children's development and work with them and external agencies to get support in place. They use extra funding for disadvantaged children to best meet their needs, for example to provide additional sessions, hot meals or resources. Parents say their children love to attend the setting and have good relationships with staff.
- Staff implement appropriate daily routines and strategies, which help support babies' emotional well-being and developing independence. They are supported to explore in a calm, secure environment. Children all sit together for meals and learn to feed themselves. Recently introduced stay-and-play sessions and settling-in visits enable children to become familiar with their surroundings and the staff caring for them.

## 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
ensure hazards are identified and managed effectively and promptly, so children are not exposed to risk	25/07/2024
ensure all staff have the necessary skills to support children's behaviour, to help them to manage their emotions and to learn the impact their actions may have on themselves and others.	06/08/2024

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

	Due date

improve the training and coaching of staff to ensure that all children benefit from a good-quality curriculum that offers them purposeful learning opportunities and helps them make good progress across the seven areas of learning.	30/08/2024
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## Setting details

<b>Unique reference number</b>	2496417
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10317843
<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>	60
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Tick Tock Playgroup Committee
<b>Registered person unique reference number</b>	RP523099
<b>Telephone number</b>	01793 814191
<b>Date of previous inspection</b>	9 October 2023

## Information about this early years setting

Tick Tock Playgroup registered in new premises in 2018 in Wroughton, Swindon. It operates weekdays, from 8am to 6pm, all year round. The provider is in receipt of funding for free nursery education for children aged two, three and four years. There are 17 members of staff who work directly with children. Of these, 10 hold qualifications at level 3, three hold qualifications at level 2 and four are unqualified.

## Information about this inspection

### Inspector

Sarah-Louise Clements

## 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.
- Leaders and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- Children communicated with the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector 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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