

# Tick Tock Day Nursery

86-88 Regent Street, Kingswood, BRISTOL, BS15 8HY

## Inspection date

Previous inspection date

21/03/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff develop good partnerships with parents, working together effectively to promote children's development and well-being.
- Staff work well as a team and provide good role-models for children.
- Children demonstrate a good awareness of practices that promote a healthy lifestyle.
- Good leadership and continuous evaluation ensure staff receive appropriate training and take effective actions to improve outcomes for children.
- Overall children make good progress in their learning and development. This is due to the exciting and well-resourced learning environment, effective planning and assessment systems, and skilful staff interaction.

### It is not yet outstanding because

- staff do not make full use of daily routines as a learning opportunity for children
- staff sometimes give children answers to problems without encouraging them to test out their ideas to see if they are correct.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in all areas of the nursery, both indoors and outdoors.
- The inspector spoke with staff, parents and the children.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the nursery's action plan and self-evaluation.
- The inspector checked safeguarding information and sampled documentation, such as policies and procedures, and children's development records.

## Inspector

Elaine Douglas

## Full Report

### Information about the setting

Tick Tock Day Nursery is privately owned and registered in 2012. It is located within converted two-storey premises in Kingswood, South Gloucestershire. Children have access to an enclosed outside play area. The nursery opens Monday to Friday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 64 children aged from four months to under five years on roll. The nursery supports children who are learning English as an additional language. There are eight members of staff working directly with the children, including the proprietor and manager, all of whom hold an appropriate early years qualification at level 3.

### What the setting needs to do to improve further

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

- improve staff awareness of encouraging children to test their ideas and solve problems for themselves
  
- extend the use of daily routines, such as snack time, to promote children's learning further.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff gain very good information from parents on children's development and interests, prior to children starting at the nursery. Along with the staff observations, this enables them to ensure they plan for each child's individual learning needs. As a result, all children make good progress. Parents comment positively that staff keep them well informed of their child's development and that they receive good information to support learning at home. Adults plan some group activities from their observations of what motivates the children. For example, when children enjoy pretending to cook with modelling dough, staff plan a cooking activity. They focus some activities on promoting children's language and communication; consequently, all children are confident communicators, including those learning English as an additional language. Staff extend children's vocabulary well. For example, when a child points out they are sitting in a half circle they praise them and explain it is a semi-circle. Staff respond well to babies' and toddlers' attempts at communicating, and use photographs of their family to build their confidence, promote language and develop a positive awareness of differences.

Staff provide good support so that they prepare children well for their next stages of learning and school. Children interpret their version of stories through their drawings and role-play. They enjoy stories with staff and even very young children enjoy babbling to themselves while they look at the pictures. Children work out ways to solve problems, such as exchanging a straight piece of train track for a curve to go around a corner. However, staff occasionally provide children with answers to problems, rather than supporting them in thinking of possible solutions. For example, one member of staff tells a child the glitter did not stick because they forgot to put the glue on. Children take pride in choosing to write in their special books. Older and more able children copy numbers and letters, and some write their names. Children find their names and staff support them effectively by encouraging them to sound letters. Staff join in with child-initiated learning and encourage them to challenge themselves. For example, children comment on how far they can jump; the member of staff suggests marking the distance to see if they can go further. Children develop good imagination, using the sand pit to pretend they are at the beach and creating their own three-dimensional designs. Technology toys fascinate babies; they press the buttons to make sounds and see the lights flash.

### **The contribution of the early years provision to the well-being of children**

Children gain a good awareness of how staff expect them to behave. As a result, children are polite, kind to each other and are happy. Staff provide good role models and support children in managing ways of solving any disagreements. Staff use sand timers to let children know when there is a change in the routine and children respond positively to this. For example, one child watches the sand and when it is all at the bottom of the timer, they inform the other children and they all go in for snack. Children then hang up their coats and wash their hands. Children help take care of the environment and when they notice a torn book, they help to repair it. Children work well together and the well-developed key person system promotes children's well-being. Young children soon settle and babies explore their surroundings knowing they have a secure adult at hand. Babies watch mobile children and respond with excitement to their games. For example, one young child bounces on their bottom and laughs as another child sings to music. Staff support children very effectively in their transitions. They involve parents and slowly build up children's visits until they feel completely secure.

The vibrant environment motivates children to learn. Children of all ages can access the wide range of resources independently. Staff enable children to use the resources where they wish to, in the way they want to use them. For example, one child thoroughly enjoys exploring glue and glitter with their fingers and pouring the glitter back into the pot. This promotes their awareness of textures as well as their physical skills and emotional development. Overall, staff enable children to be independent, putting on their coats and boots, taking themselves to the toilet and pouring their own drinks. However, they do not make full use of snack time to promote learning. For example, staff prepare the snack and give out the plates and cups.

Children develop good practices to promote a safe and healthy lifestyle. Young children

walk safely up and down the stairs, holding the rail, under close supervision. They all regularly practise the emergency evacuation procedures. Babies and toddlers sleep safely in quiet rooms and staff regularly check them to ensure they remain safe. Children learn to 'catch a cold' and use tissues. Staff remind them to have regular drinks of water and good posters prompt discussions about healthy eating, good hygiene, dental care, and the importance of exercise. Children wash their hands before and after eating to protect their health and to prevent the resources getting sticky. Staff have a good awareness of children's dietary requirements and they support babies well in learning to feed themselves.

### **The effectiveness of the leadership and management of the early years provision**

The proprietor and manager have a good awareness of their responsibilities to meet the requirements of the Early Years Foundation Stage. The nursery is newly established and staff already work effectively as a team, deploying themselves well to ensure children receive good support and supervision. Good induction procedures help to ensure that all staff implement the policies and procedures in order to safeguard children. Most staff hold a first aid qualification and there is a good supply of equipment in every room. Staff have a good awareness of child protection procedures and there is good documentation for further guidance. All required documentation is in place and the manager organises them effectively to promote and protect children's welfare. Very good risk assessments, CCTV and effective security help to keep children safe on and off the premises. Good systems enable the manager to monitor children's development so she has a secure knowledge of their progress. This ensures that she can identify any inconsistency in the assessment systems and any gaps in children's learning, in order to take appropriate action. Staff have attended training on the two-year-old progress check and begun to implement them.

The strong management team continually monitors the provision and sets well-targeted actions for improvement. The manager attends leadership and management network meetings to keep up-to-date and discuss good practice. She carries out regular supervision and mentors staff to ensure consistency in the quality of teaching. Staff attend training which is relevant to their role, such as care of babies and toddlers. The manager has plans to invite parents to an open evening in order to increase their awareness of how they implement the Early Years Foundation Stage. Staff attend regular meetings, where they are all involved in setting the agenda and can raise any issues. They also celebrate their achievements, which means staff are motivated and enthusiastic.

Partnership with parents is a strength of the setting. Parents receive daily verbal and/or written feedback on their child's care and learning, as well as a written summary of their child's development every six months. Parents speak highly of the nursery and the staff's commitment to meeting their children's individual needs. Parents comment on being fully involved in their child's care and learning and receiving extensive information on the provision. The nursery staff are currently liaising with other settings sharing care of children who have recently started at the nursery. This is to ensure that they can provide

consistent and complementary care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY439702
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	881086
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	61
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Lucy Elizabeth Perkins
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01179672900

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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