

Tic Toc Day Nursery

Henley Green Community Centre, Wyken Croft, Coventry, CV2 1HQ

Inspection date	14/01/2015
Previous inspection date	05/05/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Teaching and learning are outstanding because staff have very high expectations of each child's level of attainment. They plan play that expertly challenges children to achieve highly.
- Children with special educational needs and/or disabilities, and those who speak English as an additional language, receive specialised support. This ensures that all children make extremely good progress in their learning.
- Children thoroughly enjoy their time at the nursery and show an excellent level of independence and confidence. They bond exceptionally well with their key person and form very secure emotional attachments.
- Excellent partnerships with parents and other professionals ensure that children's individual needs are recognised and consistently met. Staff are highly skilled in sharing relevant information, in order to optimise children's learning and development.
- Children's welfare is exceptionally well promoted because staff have a thorough understanding of their role and responsibility to safeguard children. Staff are confident of the procedure to follow should they be concerned about a child's welfare.
- Children admirably learn about healthy lifestyles. They have plenty of exercise and fresh air. Meals are freshly prepared using local produce and staff enlist the support of a dietician to ensure that menus are nutritious and well balanced.
- The staff team share a clear vision for the nursery, consistently striving for excellence. The provider monitors the educational programme exceptionally well and ensures staff are superbly supported in their professional development.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector held meetings with the manager of the provision and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of inspection and the views of written feedback from parents.
- The inspector checked evidence of suitability of all members of the staff team, their qualifications and the provider's self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.

Inspector

Hazel White

Full report

Information about the setting

Tic Toc Day Nursery was registered in 2009, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Henley Green Community Centre, in the Henley Green area of Coventry, and is one of two privately owned and managed nurseries. The nursery serves the local and surrounding area and is accessible to all children. It operates from a self-contained unit within the Community Centre and two enclosed area is available for outdoor play. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications. The senior manager holds an early years foundation degree at level 6, four staff hold qualifications at level 3 and one member of staff holds qualifications at level 2. The provider has Early Years Professional Status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm, with the option of a 7.30am start and a 6pm finish. Children attend for a variety of sessions. There are currently 55 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- extend the already strong focus on developing children's independence by giving them responsibility for deciding when they want their snack time, rather than at planned times during the daily routine.

Inspection judgements

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

Children are enthusiastic and active learners who make excellent progress. This is because the quality of teaching throughout the nursery is outstanding. Staff accurately identify children's starting points in learning with parents, and expertly plan an educational programme that fully includes children's individual interests. For example, a child fascinated by binoculars asked for them to be available in the role-play area. From this discussion, a treasure island was created enabling children to use their imagination. Children pretended to be pirates using binoculars search for gold. This also demonstrates staff's excellent understanding of the characteristics of effective learning, enabling children to share their own ideas and have a voice in how things are done. Staff skilfully obtain ongoing information about children's home learning, and accurately use this to maximise their experiences at nursery. Parents are successfully engaged in their children's learning,

through a variety of means, including regular contributions to the learning journals. They attend formal meetings with key persons and make good use of the 'nursery bear and diary', which children are encouraged to take home. As a result, parents are successfully helping their children's learning in a fun way. Children are continually assessed to ensure learning opportunities and activities are extended and highly challenge all children. Key persons closely observe each child's play and use both spontaneous and planned observations of achievements to precisely plan for their next steps in learning. This means that all children achieve the best possible outcomes, in readiness for school.

Children with special educational needs and/or disabilities make significant gains in their learning and attain high levels of achievement. This is because of the high priority staff give to meeting their specific needs and the excellent partnership working with outside agencies and professionals. Staff expertly follow individual programmes to fully support, for example, children's speech and language development. Staff work exceptionally with parents to acknowledge, celebrate and meet children's cultural needs. Children learn about different countries and their customs through the celebration of festivals. Staff provide children with an excellent range of multi-cultural books, resources and labels around the learning environment. Children with English as an additional language are very well supported. Staff learn key words in the child's home language, and this strengthens further their communication and language skills. In addition, children sing songs in Spanish and French and learn that they can communicate by using sign language. Children see displays in their home languages and this means that all children feel valued and develop a very good sense of belonging. The highly skilled and qualified staff are experts in fully support children to develop their skills across the seven areas of learning, carefully using a balance of both planned and spontaneous activities. Consequently, children flourish and are very motivated and keen to learn. Staff use an extensive variety of ways to boost children's love of stories and books, for example, by using puppets and props. Children are captivated as they listen to stories, enthusiastically joining in and answering questions. They relate aspects of the story to their own experiences. For instance, a story about a crocodile prompted a discussion about teeth and, in turn, a child's experience of going to the dentist.

Children recognise their names as they self-register and have plentiful opportunities to make marks and develop early writing skills. For example, children label their art work and write for a purpose in their role play. Children listen carefully to letter sounds to build words, and recognise their own, and other children's, names on their place mats at lunchtime. Consequently, children develop excellent key skills for their future learning. Indoor and outdoor learning are equally valued and allow children to follow their preferred learning styles. Children make choices throughout the day, as to whether or not they want to play outside or inside. They instigate their own play and show high levels of independence. Children use planks and bricks to make ramps for their cars and they build obstacle courses with the same materials. Staff teach children to identify problems they encounter and to work out how to solve the problem. For example, children work out that they need to move the bricks closer together, so that they can jump from one to another. Staff maximise children's learning experiences further by organising a weekly exercise class. Children learn that they must 'warm up' their bodies first and have a fantastic time pretending that they are creatures from under the sea. They think about how crabs move, describe what an octopus looks like, and do an excellent impression of a star fish. Staff

further extend the children's interest in this theme by suggesting that they make an under-the-sea display. Children competently use scissors to cut strips of tissue paper and skilfully count how many they will need for a jelly fish. They use tools, such as glue spreaders and paint brushes, and label their own work. As a result, children's mathematical, physical and literacy skills are very well promoted.

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

Children are extremely happy because a highly effective key-person system and settling-in procedure operates throughout the nursery. This helps to ensure that all children develop very strong relationships with staff. Children transfer to this nursery, from the other Tic Toc nursery, when they reach the age of three years. This process is exceptionally well-planned and managed thoroughly, involving parents and both key persons. New children, and those who are transferring, make several visits with their parents before they begin attending and staff obtain very detailed information on entry. Consequently, staff have an in-depth knowledge of the children in their care and they go to considerable lengths to ensure their individual needs are well met. This ensures continuity in children's care and enables their individual routines and preferences at home to be maintained. As a result, children form secure emotional attachments, settle very quickly and separate from parents with ease. Children develop high levels of self-esteem because staff are attentive and value their contributions. Staff are excellent role models, constantly encouraging children to say please and thank you. As a result, children have impeccable manners and are very polite. Children are superbly behaved as they follow consistent boundaries and rules.

The learning environment is welcoming and exceptionally well-organised, so that children can choose resources and move between freely indoor and outdoor areas. Staff organise the playroom into designated areas with exciting, motivating resources and activities that inspire children to learn. Children's artwork and displays are of an excellent standard and meaningful to the children. They see photographs of themselves, family members, and those that show images of similarities and differences in people. Consequently, children gain a very good understanding of the world around them. Staff skilfully implement school-like routines and activities into older children's educational programme during the term, before they leave for school. This emotionally supports children when they move on to their next stage of learning. Staff strongly focus on developing children's independence as they manage their personal care, serve themselves at meal times and dress themselves for outdoor play. However, children's independence is not entirely optimised at snack time, as children have this at planned times and are not consistently given responsibility for deciding when they want their snack.

Excellent attention is given to encouraging children to adopt healthy lifestyles. Children are provided with freshly cooked, nutritious meals and a wide range of healthy snacks. The provider enlisted the help of a dietician to discuss guidelines on portion sizes to ensure children receive well-balanced meals. Children's individual dietary needs are met exceptionally well. Staff are fully aware of children who require special diets or have food allergies. Staff help children to learn how to follow important hygiene routines, such as hand washing after toileting and before eating. Tissues are kept within easy reach of

children, so that they can blow their own noses and dispose of the tissues in the bin. The excellent outdoor areas provide an exciting range of challenging activities for climbing, riding and balancing. Children learn to manage risks confidently when they are using the equipment and demonstrate that they understand how to keep themselves safe.

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

The leadership of the nursery is inspirational. All staff are very knowledgeable with regard to protecting children from harm, and safeguarding and child protection training is mandatory. This ensures that all staff's knowledge is completely up to date and that they can fulfil the responsibilities in meeting the safeguarding and welfare requirements. The provider and senior managers have completed safeguarding training to level 3, so that they effectively support staff and rigorously monitor children's needs. Meticulous procedures are in place with regard to recording, responding and referring to concerns relating to the welfare and well-being of children in their care. Thorough recruitment systems are in place to ensure that all staff are suitable to work with children. Through the comprehensive induction, all staff are clear about their roles and responsibilities. Staff's ongoing suitability is constantly addressed through regular appraisals and supervision meetings. Comprehensive risk assessments of the environment are conducted and, throughout the day, staff ensure that children can explore and play safely. The manager is supernumerary and she pays great attention to staff deployment to ensure the needs of all children are met at all times.

The provider and management team consistently aim for high quality practice and continuous improvement. All staff demonstrate high levels of enthusiasm and they use training opportunities in a highly effective way, to broaden and improve their practice and professional development. The provider is passionate about supporting staff in qualifying to degree level and provides funding to enable staff to achieve this. This contributes significantly to the nursery's success in achieving outstanding levels of education and care. Management monitor the levels of planning and assessment exceptionally well to make sure these are consistent and reflect an accurate understanding of all children's skills, abilities and progress. They enlist the support of the early years advisor and use quality audits to support and adapt practice. The provider and staff team thoroughly evaluate, and regularly update, the Ofsted self-evaluation form together. They enthusiastically celebrate their strengths and plans for further improvement are extremely well targeted to build even further on the excellent provision already in place. Staff fully engage parents in sharing their opinions and suggestions through questionnaires and regular meetings. They also involve children in sharing their thoughts about how to improve their play experiences.

Partnership with parents is superb. Parents speak very highly of the nursery, commenting on the professionalism of the staff and the wealth of support they receive in extending their children's learning at home. As a result, children benefit considerably from the continuous care and education between home and nursery. Staff share detailed information about the children's development with parents through daily discussions,

parent evenings, newsletters and emails. The nursery has highly effective links with a variety of other professionals supporting children and their families. This ensures that children receive excellent support to meet their individual needs. Staff maintain great links with local services for children, such as local children's centres, and develop effective partnerships with schools that the children will transfer to. Reception teachers visit the nursery and liaise closely with key persons regarding children's well-being and development prior to starting school. Consequently, this effective sharing of information ensures continuity of care and learning.

The Childcare Register

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

The requirements for the voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY395142
Local authority	Coventry
Inspection number	859676
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	55
Name of provider	Tic Toc Neighbourhood Nursery Ltd
Date of previous inspection	05/05/2010
Telephone number	02476 614978

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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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