

Inspection of Hawks Road Community Nursery T/A Tik-Tok

The Boulevard, Holmes Drive, Gateshead, Tyne and Wear NE10 0DJ

Inspection date: 20 March 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff offer an exciting, well-resourced and stimulating environment inside and out for all children, including those with special educational needs and/or disabilities (SEND). Children and families are greeted with warmth by all staff and children are happy to attend. The nursery provides nurture and support for parents and children.

Staff know children exceptionally well and track their learning closely. Children are making good progress. Staff provide children with experiences that they will remember and talk about for a long time to come. They look after the pet rabbits, shop for them and observe ducks hatching from their eggs, for example.

A significant strength of the nursery is how much children with SEND are supported. The staff have strong and effective partnerships with other external agencies to ensure that no child gets left behind. Behaviour is good. Staff intervene successfully to resolve conflict and support children to make good choices. Staff model language well and speak to children calmly and with respect. Children are offered opportunities to have their say, voting for a choice of story book. They decide on what vegetables should be planted, for example. This builds their confidence and self-esteem.

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

- Since the last inspection, leaders and staff in the nursery have worked hard to find innovative ways of engaging parents. Parents are invited to partake in activities at home, planting seeds, for example, and sharing their success with the nursery. Staff provide parents with a daily record of progress using an app, supporting parents to understand their child's learning. Parents and siblings are encouraged to borrow books and song bags to support children's early reading skills at home.
- Overall, the curriculum is well planned and sequenced with clear targets for all age ranges. Staff work together and with families to plan what they want children to learn and this is shared on the achievement boards. However, the curriculum for mathematics is less well planned as children are taught key skills before they are developmentally ready. For example, children are taught to count numbers in a group before they have the underlying skills to do this.
- Staff encourage children to be physically active. Children make good use of the outdoor area to develop their gross motor skills, using the scooters, bikes and a large swing. The youngest children challenge themselves, pushing toy prams up and down a small step, while the older children laugh as they balance on tyres with staff nearby to lend a helping hand. A garden supports children's understanding of how plants grow and children excitedly share pictures with

staff deciding what to plant next.

- Staff provide children with good language models that reflect the stage of development of the children. This includes singing songs and sharing books. Staff speak to children in a respectful way, asking permission to change a nappy, for example. However, staff do not always use appropriate strategies to support children's developing knowledge of letter sounds, when they are developmentally ready for this.
- The staff team support children who speak English as an additional language very well. They encourage parents to record key phrases into a 'talking book' that is shared with children and staff. This helps children to settle quickly and become more confident to communicate with their friends.
- Leaders carry out regular observations of staff, which feed into effective supervision sessions, supporting staff both professionally and personally. Staff report that the leadership team value their well-being and have an open-door policy. Staff turnover is extremely low, this results in a positive and happy environment for children.

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

- develop a clearer understanding of how children progress in mathematics and decide when it is appropriate to introduce certain skills
- make better use of strategies to further support children's developing literacy skills.

Setting details

Unique reference number	EY280730
Local authority	Gateshead
Inspection number	10380848
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	100
Number of children on roll	163
Name of registered person	Hawks Road Community Nursery Limited
Registered person unique reference number	RP906878
Telephone number	0191 4786684
Date of previous inspection	26 June 2019

Information about this early years setting

Hawks Road Community Nursery T/A Tik-Tok registered in 2004, and is located in Gateshead. The nursery employs 26 members of childcare staff. Of these, 25 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery offers the government funded places for childcare.

Information about this inspection

Inspector

Kate Henderson

Inspection activities

- The deputy manager completed a learning walk together with the inspector and discussed the early years curriculum.
- The inspector spoke to children to find out what they enjoy doing at their nursery.
- The inspector spoke with the manager, the nominated individual and the leadership team about the leadership and management of the nursery.
- 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 nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector and an assistant manager carried out a joint observation of a group activity.

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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