

# Toybox Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	146017
<b>Inspection date</b>	14 June 2007
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<b>Registered person</b>	Salisbury NHS Foundation Trust
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Toybox Day Nursery opened in 1998 and is a workplace nursery for staff employed by Salisbury NHS Foundation Trust and staff of the former South Wiltshire Primary Care Trust. It operates from two purpose built units at Salisbury District Hospital, Odstock. The children use eight playrooms and three separate sleep rooms, and there are kitchen and toilet facilities in each unit. There is an enclosed garden for outdoor play.

The nursery is registered to provide care for 105 children aged birth to under five years. The nursery usually accepts children aged from three months. The registration does not include overnight care.

The nursery opens five days a week, 52 weeks a year from 07.00 to 18.00. Children attend for a variety of sessions. There are currently 166 children on roll, of whom 54 receive funding for nursery education. The nursery supports children who have learning difficulties or disabilities and who speak English as an additional language.

There are 23 staff who work with the children, of whom 20 hold an appropriate Early Years Qualification. Another member of staff is currently on a training programme. The nursery participates in the "Effective Early Learning Programme" Quality Assurance scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

The children receive suitable healthy meals and snacks which meet the nutritional requirements for their age-group. They receive a variety of fresh fruit and vegetables daily; for example, the children enjoyed grapes, banana and slices of orange for their snack. The menu is displayed for parents to see and they can opt for meals to meet religious or vegetarian requirements. Parents supply children's breakfasts and milk feeds for babies and these are stored appropriately. The children drink plenty and have bottles of water readily available for them to take when they are thirsty. Sound procedures are in place to ensure that all staff are aware of children's specific dietary requirements.

Although there are comprehensive policies and procedures in place to minimise the spread of infection and to ensure that the nursery, equipment and toys are kept clean and hygienic, some are not implemented effectively. For example, the floors are not cleaned thoroughly; nappy changing mats are split and, in baby unit kitchen, spilt food is not always cleared up promptly. However, there are sound hand cleaning routines in place. Many gel hand cleaning dispensers are sited in the nursery including at the entrances. All are encouraged to use these before entering the nursery. The staff and children clean their hands when coming in from the garden and they wash their hands before handling or eating food. The nursery does not care for children if they are ill or infectious and staff contact parents promptly if their child becomes unwell. All staff complete resuscitation training and first aid courses are provided in-house. Children are protected from the harmful effects of the sun. They have sun cream applied and wear hats when playing out. Suitable procedures are in place to ensure that any medication is administered safely to children and that accidents are recorded. This contributes well towards promoting the children's welfare.

The children have daily periods of exercise to help keep them fit. They usually play outside in the garden areas but have music and movement activities inside if the weather is wet. There is a suitable range of age-appropriate toys, climbing and balancing apparatus in the outside areas. There is also equipment in the younger children's rooms such as small slides and tunnels. The children are developing good control and coordination of their movements. Staff encourage them to learn new skills, helping them throw and catch balls and hoops. Optional weekly swimming lessons are available for the oldest children. The children enjoy their time outside, and are active and run freely. Many children show a developing sense of space, for instance, when negotiating a course around the outside area with wheeled toys, and they are beginning to respect other's personal space when playing or sitting together at circle times.

The older children learn about the importance of a healthy lifestyle. They talk about the value of eating a healthy diet; they grow vegetables such as beans and potatoes in the garden, and take part in cooking activities. They learn why it is important to wash their hands to remove germs and about good dental hygiene.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The purpose-built premises are well maintained, light and airy, and kept at a comfortable temperature for the children with fans. Security is given a high priority and there is supervised access into the buildings and double outside gates. The staff create a child-friendly environment with displays of the children's artwork, posters and mobiles; there are plans to develop more comfortable areas in some rooms where the children can relax. Staff make effective use of space allowing children to be grouped appropriately by age and to take part in a varied range of activities. Babies and younger children sleep in areas where they can be easily supervised. There is a wide range of furniture, equipment and toys to support all areas of the children's development. Suitable low storage units allow the children to select toys and activities independently, but in some rooms the variety of items for them to choose is limited.

There are suitable procedures in place to promote the children's safety and full risk assessments of the premises are carried out regularly. The premises, toys and equipment are safe and suitable for the children to use; the children do not have access to potentially hazardous areas such as the kitchens. Safety equipment such as socket covers and cupboard locks are used. There is a safety surface covering parts of the playground. The children are well supervised at all times and sleeping babies are checked frequently. Babies are securely strapped into high chairs. Suitable fire safety procedures are in place and the staff and children practise the fire evacuation drill regularly. However, at times, the record of those present is not accurate and this poses a potential risk to the children's safety in the event of an emergency. The children begin to learn how to keep themselves safe; staff help them consider the consequences of their actions, for example, what may happen if they run inside, and they talk with them about the importance of road safety.

There are robust procedures for the safe collection of children and staff only release them to the care of authorised people. Staff have a sound understanding of how to safeguard children and all receive in-house training. There are clear procedures to be followed in the event that staff are concerned about the welfare of a child. This contributes well to protecting the children from harm.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

The children are happy and settled at the nursery and have a warm and relaxed relationship with the staff. Where possible, the same staff work with the children to help establish bonds and promote their security. Babies are held when given bottles and their individual routines are respected. Staff work directly with the children, talking to them and supporting them in their play. They plan and provide varied activities which support their development and offer them a range of different experiences; for example, very young children explore and play with materials such as ice, water and sand. Throughout the nursery, there are many activities which promote good control of the children's movements and their hand-eye coordination. This ranges from babies handling age-appropriate toys and exploring treasure baskets, to threading activities and sewing for the oldest children. The children develop good communication skills because staff interact well with them; they talk with babies as they change their nappies and read many stories and sing rhymes with the older ones. Frequently the children make choices about what they do, choosing from toys set out on tables by the staff or sometimes selecting items independently from low shelves or boxes. The range available often includes puzzles, construction toys and books, as well as pretend play and creative activities such as painting,

collage or playdough. However, at times, in some rooms, there are fewer options for the children. The children are encouraged to develop independence, washing their hands and feeding themselves. They are praised and their achievements are recognised, and this promotes their self-confidence and esteem.

There are appropriate routines for the children's day which include times for exercise, meals and rest. There are group times for many children when they sing or listen to stories and generally the children are well occupied and enjoy what they do. Usually the day runs smoothly but at times, staff are not deployed effectively and this can affect the children's care. For example, some babies became distressed or bored sitting in highchairs or waiting at the tables when their lunch was delayed. A record keeping system, based on the Birth to three matters framework, has been introduced for the younger children in the nursery. However, currently this is not firmly established or used effectively. The staff frequently observe what the children are doing and make brief notes in a book. However, they seldom use this information to update the children's individual development records to allow them to monitor their progress effectively or to help them when planning their future learning. Staff rarely make use of information about a child's development when they move on to another room.

### Nursery education

The quality of the teaching and learning is satisfactory. The staff have a sound knowledge and understanding of the Foundation stage curriculum and use this to plan an interesting programme of activities for the children. Some staff are skilled at supporting the children's learning and use resources effectively to help them understand what they are doing. For example, one member of staff uses a mirror so children know what she means by a portrait and a book to show how they will display it in a frame. However, some staff are less skilled and at times the children are uncertain what they are trying to achieve. As in other areas of the nursery, the staff do not record the children's development consistently and for some children there are no records which show their progress towards the early learning goals. Consequently, the staff cannot be certain that they are planning the next steps in children's learning correctly or that they are providing the appropriate levels of challenge for each child. The staff create attractive and interesting rooms for the children, where they have named drawers and their artwork is displayed and celebrated on the walls. Here there is a good range of resources for them to use. However, at times, some children use another room which is less stimulating and not as well equipped. The staff generally manage the children's behaviour well. Occasionally, the session becomes very noisy making it difficult to hear others talk; the staff do not always quieten the children to make it easier for all to communicate.

The children are interested, curious and motivated to learn. Many show good concentration on adult-led and self-chosen activities, for example, when drawing pictures or making models with construction toys. They understand that there are times to sit quietly and most listen well at group story and circle times. They are becoming independent, managing their own personal care, washing their hands and attempting to put on dressing up clothes, and helping to tidy away toys. They enjoy the responsibility and status of being the leader or helper of the day. Most children are confident and speaking readily to others and talking about real and imaginary ideas. Many children are beginning to link initial word sounds and letters and to recognise familiar words such as their own and others' names. The children have many opportunities for mark making and enjoy painting and drawing. They are developing good hand-eye coordination through many activities such as picking up small objects with tweezers, threading pasta or using scissors. Consequently, more able children are beginning to form recognisable letters and to write their names. Although some staff encourage them to use these skills in purposeful

activities, such as naming their pictures, some staff automatically write the child's name for them. The children are developing good physical skills and control and coordination of their movements; they enjoy running freely and playing in the outside area.

The children have many opportunities to find out about the world around them. They learn about nature and, after watching swallows nesting in their garden, helped to make nests with clay and twigs. They observe changes as they help to grow and care for plants and as they cook and prepare food. They explore materials, and find out how things work, using magnifying glasses, magnets and ramps. During a recent topic, the children looked at maps and photographs of their homes and other places like Stonehenge and Salisbury cathedral; they talked about building materials and some went to see construction work on the hospital site. The children use technology, such as computers, tape recorders and digital camera to support their learning. They are interested in number and many are beginning to count, correctly linking numbers to objects. They are starting to recognise numerals and to understand what they represent. However, the staff plan few activities and do not take advantage of situations to encourage them to consider number problems in practical situations. Few activities provide challenge or extend the thinking of the most able children and staff do not always take advantage of their enthusiasm when they ask to take part. The children are beginning to use simple mathematical and comparative language, such as full and empty, correctly and to recognise and name geometric shapes.

The children enjoy singing, joining in enthusiastically with the words, and have opportunities to use simple musical instruments. They use their imaginations well in pretend play and talk about what they have made with construction toys and modelling materials. They take part in many creative art activities, for example, collage and painting. At times, there are limited challenges for the children, because, for example, the staff pre-cut the collage pieces from magazines. Recently, the children have been working collaboratively together making larger projects. This has included a papier mache model of Stonehenge and a large tapestry sewn with their choice of ribbons, threads and beads.

### **Helping children make a positive contribution**

The provision is satisfactory.

The nursery provides flexible care for children to meet the demands of their parents' variable working hours. Parents receive an informative handbook which gives details about the nursery and the care provided including the policies and procedures which are most relevant to their children. Regular newsletters keep them informed about changes and events at the nursery. Plans of the activities and photographs of the children at play are displayed for the parents to see. Detailed information is requested when children start at the nursery. This ensures that staff can follow their usual routines and meet their specific requirements and this helps them to settle quickly. The staff and parents have a friendly relationship and exchange information about the children daily. Staff complete a diary sheet giving details of what the child has eaten and done through the day. This approach ensures that children are comfortable and promotes continuity in their care. Any children who speak English as an additional language receive suitable support because staff ask their parents for important vocabulary to ensure they can communicate with them and encourage parents to stay until they feel secure. Children who have any additional needs, learning difficulties or disabilities receive suitable support from staff who work with their parents and others involved with their care, for example, speech and language therapists. Staff devise suitable individual learning plans based for each child and review regularly these with their parents. However, at times, for example, when children change

rooms, their records and information about them is not passed between staff so that they have a clear understanding of how to support their individual needs.

The children's spiritual, moral, social and cultural development is fostered. Most children are very settled in the nursery and any children who are less confident are encouraged to bring a familiar toy or comforter to the nursery to help them feel more secure. The children develop a good self-esteem because they receive plenty of praise and recognition for their achievements. The children behave well throughout the nursery. They play cooperatively together and older children share fairly and taking turns. The staff are good role models for the children, treating them with courtesy and consideration. The children copy this example and the older ones are very polite to others. Positive and age-appropriate strategies are used to help the children learn to manage their own behaviour and they receive praise so they understand when they have done well. Staff use distraction effectively with the younger children and carefully explain to older children why sometimes what they do is unwanted. When necessary, the staff work closely with parents to achieve a consistent approach to managing a child's behaviour.

The children use a wide range of resources which show positive images of diversity in society. This includes pretend play toys, books and puzzles; examples of different scripts are used to label items in the playrooms and display number names in children's home languages. Staff are careful to observe any religious requirements and respect parent's wishes for their child. The children begin to learn about their own festivals, celebrations and traditions as well as those of other families in the nursery and the wider community. This encourages them to become accepting and tolerant of other people.

The partnership with parents and carers of children who receive funded nursery education is satisfactory and contributes towards supporting children's learning and progress. Staff provide information about the Foundation Stage curriculum to parents so they understand what their child will be learning and the weekly plans are displayed. Parents receive termly newsletters giving details of the themes for the activities. As with other children throughout the nursery, there are opportunities for parents to meet with their child's key-worker to discuss their development. However, as records showing the child's progress towards the early learning goals are not always maintained, they may not be available for them to see on request. There are transfer records when the children move from the nursery into school and parents see and can receive a copy of this. Staff encourage parents to become involved with their child's learning, for example, by bringing in photos or other items of interest connected with the theme.

## **Organisation**

The organisation is satisfactory.

The provision meets the needs of the range of children for whom it provides. There are comprehensive recruitment procedures which ensure that staff are suitable to be with children before they take up employment in the nursery. Most staff hold an appropriate childcare qualification and regular training events take place in the nursery. The required ratio of staff to children is met so the children receive appropriate levels of care and attention. The policies and procedures necessary to support the children's care, welfare and learning are in place and there is a sound procedure for addressing any parental complaints. Generally, the procedures are implemented well by the staff, but there are no systems in place to monitor that staff fulfil all their responsibilities, for example, that they implementing the cleaning rotas or keeping appropriate records of the children's development.

The children are grouped appropriately by age and have a named key-worker who liaises with their parents. Where possible, within the constraints of rotas, the same staff work with the children to promote continuity in their care. Usually the staff are deployed well and work directly with the children. However, occasionally the routines do not run smoothly for the children. For example, children are sometimes kept waiting for their meals and snacks.

Many of the required records are maintained and staff obtain appropriate written consents from parents. However, the record of which children are present in the nursery is not always accurate. Parents do not always remember to sign their children in and out and the staff do not keep a separate record of the times that the children enter and leave the nursery. They do not always complete the register promptly when they arrive. This possesses a potential risk to the children's safety in the event of an emergency.

The leadership and management of the nursery education is satisfactory. The staff work cooperatively together, planning a wide variety of activities for the children. However, monitoring systems are not fully effective. The staff have systems in place to ensure that they are covering all areas of the curriculum and have begun to evaluate how well the activities support the children's learning. However, because development records are not in place for all children, the staff cannot monitor quality of the teaching and learning effectively and be sure that every child is making good progress towards the early learning goals. The managers have completed a self-evaluation of the nursery but this has not identified all areas for development and they have not addressed all issues arising from the previous inspection. However, the sessions are generally well prepared for the children who are well occupied, enjoy what they do and are making suitable progress in their learning.

### **Improvements since the last inspection**

At the previous inspection, the provider agreed to ensure that good hygiene practices are in place regarding the cleanliness of baby toys and the serving of food in the main nursery unit, and to plan and provide more opportunities for children receiving funded nursery education to calculate and solve number problems, and opportunities for them to learn about health and bodily awareness.

Since then, the provider has ensured that all staff preparing meals for the children hold a food hygiene certificate. Hygienic procedures are in place when food is served; for example, fruit is served to children using a fork. The provider has introduced staff cleaning rotas so that to ensure that all equipment and toys in the baby unit cleaned frequently. However, this is not effective as the staff do not always carry out their responsibilities and some items, including highchairs and some toys used by babies are not cleaned thoroughly. This increases the risk of infection spreading between children.

The staff now plan a varied programme of activities to raise the children's awareness of how to keep themselves healthy. This has included activities to promote good hand washing routines and to help the children understand why this is important. Pictures are displayed in the cloakrooms showing the children how to washing their hands correctly. The children talk about the importance of eating a healthy diet and have learnt how to care for their teeth. This type of activity encourages them to adopt a healthy lifestyle. Although the children are interested in number, staff rarely plan activities and do not always take advantage of practical situations to encourage them think about number problems or to begin to calculate.

## Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the premises, equipment and toys are clean and hygienic
- review the systems for maintaining a record of the hours that children attend and ensure that there is always an accurate record of those present.
- review the systems for monitoring staff performance to ensure that they are deployed effectively and fulfil all their responsibilities [also applies to Nursery Education].

### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that suitable records of progress are maintained for all children to allow staff to monitor their development and plan the next steps in their learning effectively [also applies to Childcare]
- plan and provide more opportunities for children to begin to solve problems through practical activities

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)