

# Toggles Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	958374
<b>Inspection date</b>	12 February 2008
<b>Inspector</b>	Rebecca Elizabeth Khabbazi

<b>Setting Address</b>	2a Lebanon Road, Croydon, Surrey, CR0 6UR
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<b>Registered person</b>	Portia Allbut
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	Full day care
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## 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Toggles Day Nursery is privately owned by an individual provider and opened in 2001. It operates from a converted single storey building within the Croydon area. The nursery is open from 08:00 to 18:00, Monday to Friday for 51 weeks of the year.

There are currently 20 children from one year to under five years old on roll. Of these nine children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are five members of staff who work at the nursery. Of these, three have relevant childcare qualifications and one is currently working towards a qualification. The setting receives support from the Local Authority through an early years advisor.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children learn about simple good hygiene practices when they wash their hands before meal times, after they use the toilet or when they have been out in the garden. They help themselves to tissues to blow their own nose and know they need to throw it away in the bin afterwards because it will have germs on it. Staff use gloves and wear aprons when changing children's nappies, cleaning the mat before and after use. These measures all help protect children from the risk of cross-contamination. Children enjoy regular meals that are freshly prepared on the premises and take into account their nutritional needs. They begin to develop healthy eating habits when they have fruit for pudding, and preschool children find out all about foods that are good for you when they help prepare a delicious vegetable soup for everyone to share for tea.

Children play outside in the garden every day and take part in regular physical activity, as part of a healthy lifestyle. They enjoy running around, peddling bikes confidently around obstacles, and gaining control over their bodies as they 'stop' and 'go' according to the directions given by staff. Staff use the outdoor area well, especially in warmer months, to provide a range of activities that support children's health and physical development, but activities are not currently extended to include more challenging opportunities for climbing and balancing for preschool children.

Children's health is protected because all staff at the nursery complete first aid training and can respond appropriately to minor accidents or injuries. Systems are in place to keep accurate records of children's health needs, any accidents they have and any medicine they need to be given. This promotes children's wellbeing and ensures both staff and parents are kept well informed.

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

The provision is satisfactory.

Children are cared for in a welcoming, suitably maintained nursery with facilities to meet their needs. They have access to a wide variety of resources and play materials that are kept in suitable condition and used to create an interesting, stimulating play environment. Children's risk of accidental injury is minimised because staff are vigilant in taking steps to reduce potential hazards, for instance there are clear procedures for transporting hot food from the kitchen, and safety precautions are in place, such as gates to restrict access to the office and outdoor area as required. Effective security measures ensure that access to the premises is closely monitored. Children learn to keep themselves safe when staff show them how to use the knife carefully when they cut up vegetables, and children can confidently explain to visitors what they have to do if there is a fire drill. There are procedures that staff follow when they take children on outings, but these are not available in a written policy for guidance. Children's welfare is safeguarded because staff have a clear understanding of their role in child protection and they know what to do if they are worried about a child. A child protection policy is in place and includes procedures for allegations against staff, but these do not currently adhere to Local Safeguarding Children Board guidance.

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

The provision is good.

Children are confident and relaxed at the setting. They benefit from the small size of the nursery and the well established staff team, which helps create a homely, close-knit atmosphere where staff and children know each other well. Children settling in are reassured and comforted by key staff who respond sensitively to their individual needs. Staff interact warmly with children, joining in with their play and encouraging their learning by asking questions. Children become confident to make decisions, explore and investigate. They take part in a wide variety of activities and experiences throughout the day, enjoying modelling with play dough, painting at the easel or getting messy with shaving foam. They cuddle up for a story and join in with songs enthusiastically. Staff use the Birth to three matters framework to make regular observations of their progress and achievements and identify future experiences that will support their development.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a secure understanding of the Foundation Stage and how children learn and progress. They use a good range of teaching methods, which motivate children and ensure they are keen to take part. Activities and experiences are interesting and meaningful to children, provide good levels of challenge and effectively build on children's ideas and interests. Children show high levels of independence, curiosity, imagination and concentration and make good progress towards the early learning goals. Staff make regular assessments of children's progress and use the information gained to plan activities that build on what children already know and can do. They identify and review children's next steps on an ongoing basis, but the next steps identified are not always clearly drawn from the recorded observations of children's achievements to ensure children's progress can be effectively tracked.

Children are confident and sociable. They are keen to use language to express their ideas and talk about their experiences. They enjoy sharing books and listening to stories. Children write and make marks while they play, for a variety of different purposes, such as making lists, writing letters or creating a sign. Many children write their name and recognise a variety of familiar letters, although staff do not always encourage children to listen carefully to the sounds that letters make. Children show an interest in number and recognise familiar numerals. They talk about the size and shape of the pieces they make as they chop up vegetables for their soup. They use their problem solving skills to work out who is the tallest and who is the smallest when they make a height chart, or to decide how many cups they need for tea.

Children find out about the world around them through topics, such as seasons, transport, night-time or our world. They explore and investigate as they chop vegetables, finding out about their texture, taste and how they grow. They spontaneously discover that sand sinks to the bottom of the bowl when they are washing cars from the sand tray, and experiment to see what happens when more sand is added to the water, comparing the feel, colour and weight of the sand when it is wet and when it is dry. Children use their imaginations when they play in the 'builder's yard', wearing hard hats and florescent jackets and using tools to fix the truck, and also when they act out their experiences from an earlier activity, making vegetables out of play dough. They have access to a variety of art and craft resources and use these to express their own creative ideas. Children join in music sessions with enthusiasm, singing the words and wobble-wobbling their hands, arms and bodies in time with the song, like jelly on a plate.

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

The provision is good.

Children benefit from a setting that values diversity and welcomes all children, including those with learning difficulties and/or disabilities. Information about children's needs is discussed with parents before children start, and staff are sensitive in ensuring that parents' wishes are met. Children with English as an additional language respond positively when staff use key words from home to help them settle in. Children enjoy a variety of activities that help them develop a positive view of the wider community and find out about different cultures and beliefs. They design their own diva lamps and create Rangoli patterns to celebrate Diwali, or participate in 'dragon dancing' for Chinese New Year.

Children quickly learn the routines and expectations of the setting. They sit quietly in the book corner for a story or help tidy the toys away before they line up to go outside. Preschool children wait patiently for their turn to chop up vegetables and concentrate intently when they play a matching game. They grow in independence when they serve their own lunch with big spoons, help themselves to resources at the writing table or from the creative trolley, and manage their own socks and shoes. Staff are calm and reassuring, giving gentle guidance and support. This consistent approach helps children begin to manage their own behaviour and work harmoniously with others. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff work closely with parents. They are friendly and approachable and exchange information on a daily basis, which helps children experience consistent care. Parents are kept up to date through newsletters and notice boards, and have regular opportunities to meet with key staff to discuss their child's progress. Parents meet preschool staff before their child moves into the room and are provided with information about the Foundation Stage curriculum.

## **Organisation**

The organisation is satisfactory.

Children benefit greatly from being cared for by a strong, consistent staff team who are appropriately vetted and qualified. Staff work well together and have clear roles and responsibilities. They are familiar with the policies and procedures of the setting, which helps ensure they work effectively in practice. All required documentation that promotes the health, safety and wellbeing of children is in place, with the exception of a written outings policy, and some policies, such as those relating to child protection, are not up to date.

The leadership and management of the nursery education provision is good. The manager has an active, hands-on role in the nursery and shows a strong commitment to development and improvement. Staff make good use of local training opportunities to ensure their knowledge and skills are up to date, and there are systems in place to continually monitor and evaluate the quality of the provision, including an ongoing improvement plan, and parent questionnaires.

The session is planned to allow a balance of active and quiet times and ensure children are well occupied and stimulated throughout the day. Overall, the setting meets the needs of the range of children for whom it provides.

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

At the last care inspection the setting were asked to improve their policies and procedures in relation to medicines given to children, child protection, complaints and uncollected children. All of these policies and procedures have now been appropriately updated, although the child protection policy does not yet fully reflect current practices.

Since the last nursery education inspection, the setting has improved systems for ensuring assessments are completed on a regular basis and used to inform planning. This ensures that activities are planned which build on children's existing knowledge and skills. Resources for maths and creative activities have been extended and children select these materials for themselves throughout the day, which helps ensure these areas of the curriculum are appropriately supported and encourages children's independence. Systems for monitoring and evaluating the nursery education provision have also been further developed so that any areas for improvement can be identified and addressed at an early stage.

### **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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):

- make sure procedures for responding to allegations against staff comply with Local Safeguarding Children Board guidelines
- devise a written outings policy

#### **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):

- make sure that children's individual next steps are clearly drawn from observations of their progress and achievements

- extend the opportunities for children to build on their knowledge of the sounds letters make through everyday activities and routines, and to take part in more challenging climbing and balancing 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)