

Toy Box Day Nursery

Inspection report for early years provision

Unique reference number

EY295976

Inspection date

24/11/2008

Inspector

Rachel Ayo

Setting address

Daisy Road, Brighouse, West Yorkshire, HD6 3SX

Telephone number

01484 717180

Email

Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Toy Box Day Nursery is one of two nurseries run by Bright Beginnings Childcare Limited. It opened in 2005 and operates from a converted building in the grounds of Woodhouse Junior and Infant School. The nursery is situated close to the centre of Brighouse in West Yorkshire. One large area is separated into two rooms to accommodate children under and over two years of age. Children over two years of age additionally have use of a conservatory. Children have access to a secure enclosed outdoor play area. The nursery is open Monday to Friday from 07.30 until 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register and a maximum of 54 children may attend the setting. There are currently 84 children aged from eight months to four years on roll, attending on a full and part-time basis. The setting cares for a number of children eligible to receive funding for nursery education. Children attend from the local and wider area. The nursery employs 11 staff members who work directly with the children, and of these, nine, including the manager, hold an appropriate early years qualification to level 3 or above. Currently two staff are working towards a level 3 qualification. Additional staff are employed for housekeeping duties. The setting is a member of the National Day Nursery Association and has recently attained quality assurance status.

Overall effectiveness of the early years provision

All children are highly valued and recognised as unique individuals and excellent partnerships with parents and carers ensures that children's individual needs are met to a high standard and they are fully included in the life of the setting. Children are inspired, sociable and self-assured and make substantial progress in their learning and development given their starting points and capabilities. This is a result of outstanding relationships with dynamic staff, a vibrant, rich and imaginative environment and generally rigorous planning and assessment. Overall, children's welfare is promoted exceedingly well and the planning for improvement, including processes of self-evaluation is superior.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- review the arrangements for heating the conservatory and make provision for children over two years who wish to relax, play quietly or sleep
- further enhance partnership working with parents in relation to their active involvement in children's next steps for learning.

The leadership and management of the early years provision

Documentation, including innovative additional records, are maintained to an excellent standard, and policies and procedures are highly comprehensive and work to an exemplary standard in practice. This is a result of superb induction arrangements, excellent role modelling and strong leadership from the management team and staff having to refresh themselves on one policy per month with their knowledge being tested during staff meetings. Robust recruitment and vetting ensures children's protection and care by well qualified and skilled staff. Staff are highly valued and twice yearly appraisals, ongoing support and excellent incentives means that staff are motivated, dedicated and fully encouraged in their personal development, which greatly benefits the children. Risk assessments are of exceptionally high quality and are meticulous in eliminating or managing potential hazards and excellent security fully ensures children are kept safe. For example, thorough checks are made of visitor's identification before they are allowed inside, entrance to the nursery rooms is via a coded lock and various signs remind parents, visitors and staff about safe practices. Children are safeguarded because staff demonstrate a good understanding of child protection issues and those staff awaiting suitability checks are never left unsupervised.

The registered provider and those in charge have exceptionally high aspirations for quality which permeates throughout the provision and is evident through self-evaluation which reflects rigorous monitoring and analysis of what the setting does well and areas for further development. For example, although there were no areas for improvement due to the judgement received at the last inspection, the setting has continued to accomplish great strides to demonstrate their outstanding commitment to the continual enhancement of children's care and education. This includes attaining quality assurance status. Utmost priority is given to involving staff, parents and carers in the self-evaluation process. Parents contribute to the comments box, complete yearly questionnaires giving feedback about different aspects of the setting, such as safety, activities and relationships, share ideas for the monthly menu and give their nominations for the staff member of the month and reasons for this.

Overall, partnerships with parents significantly enhance children's care and education. Vast information is provided, for example, through the nursery prospectus, displayed information, photographs of children taking part in activities and staff photographs and details. Children's daily routine is recorded by parents to promote continuity of care and children's sense of security and a wide range of additional information enables staff to fully meet children's individual needs, including any particular health or dietary requirements. Ongoing information is exchanged very effectively, for example, through daily chats, under three's daily record sheet, monthly newsletters and displayed planning, notices and artwork. Parents and carers are actively involved in most aspects of children's learning and development. They bring exciting resources to talk about their particular job or religion, contribute to topics and engage children in planting and growing. Children take turns to take the nursery teddies home where parents take photographs and record details about their adventures. Although parents are generally very well

informed about their children's achievements and progress, for example, through parents evenings, writing comments on observations and free access to their child's learning journey, they are not fully involved in supporting children's next steps. Comments from parents and carers express high levels of satisfaction. Effective links are maintained with the local school in order to support a smooth transition for those children leaving the setting.

The quality and standards of the early years provision

Children are immensely confident, inquisitive and self-motivated because staff provide optimal challenge through their questioning, purposeful interaction and provision of a highly stimulating, inviting and child-centred environment. Space and resources are generally highly suitable and organised very creatively in order for all age groups to flourish and develop high levels of independence. For example, babies and toddlers have fun as they happily explore an extensive range of resources stored at low level around the room and in tubs, drawers and baskets. Children over two years access indoors and outdoors freely where they are engrossed in an inspiring wealth of activities, although this impacts on the temperature in the conservatory. A designated cosy sleeping area has been created to ensure that babies and toddlers can rest and sleep undisturbed, although an area is not fully available for children over two years.

Children make rapid progress in their learning and development because staff are enthusiastic and plan exciting play opportunities which provide a balanced and unquestionably broad curriculum. This is achieved through exciting topics along with individual planning in line with children's next steps and interests. Children have extensive opportunities to be involved in planning and talking about their interests as they take part in brainstorming for topics and use the camera to take photographs of, and talk about their favourite things. Excellent key worker systems ensure that babies and young children in particular sustain healthy emotional attachments through familiar, trusting, safe and secure relationships; key workers continue to develop strong bonds once children have settled as they tend to their individual daily care needs, for example, nappy changing and feeding. An innovative buddy system has been set up in the over twos room where older children link up with any new young children to help them settle.

Children develop an excellent sense of responsibility as they take turns to be the helper of the day; they wear a badge and take part in tasks, such as setting the table and clearing away at mealtimes. They respond well to staff requests and demonstrate exceptional behaviour as a result of inspiring methods used by staff. For example, they sing songs to make lining up and tidying up fun and remind children how long there is left before tidy up time, to minimise their frustration and incidents of conflict. Staff demonstrate a warm and caring manner and use effective praise, encouragement and reward systems to value and encourage good behaviour, which fosters children's self-esteem. Children effectively learn about equality and diversity through inspiring posters, visitors, for example, teaching them about visual impairments and wide-ranging activities and resources, such as the sushi bar role play area, puppets and books. Children excitedly bake, developing an understanding of varied maths concepts, for example, as they count

the eggs and bun cases, weigh the ingredients and talk about the mixture changing and how the buns need to be baked in the oven before they are ready to eat.

Rigorous hygiene routines are implemented by staff and children in order to minimise cross-infection and children's independence in self-care routines is fully supported, for example, through low-level sinks, signs and photographs in the bathroom. Children are active and benefit from fresh air and exercise as they access the innovatively and excitingly resourced outdoor area daily. They explore the messy mud pile with their hands and tools, including digging for worms and make different sounds at the music tree created with a variety of dangling metal objects. Children learn about a healthy lifestyle in a variety of ways. They have nutritious, well-balanced meals and snacks, plant and grow a range of fruit and vegetables and visitors talk about healthy practices, such as oral hygiene. A wide range of topics which include visits from different health and emergency personnel and the local lollypop person, all of whom bring extremely interesting resources and equipment, help children to develop an outstanding understanding of dangers and how to stay safe.

There are ample opportunities for children to explore and investigate a range of media. Babies and toddlers explore sand and dough with delight and investigate the exciting resources in the treasure baskets or innovative sensory sea corner including a bubble tank. Older children construct intricate collage creations, pretend to construct with tools and chopped tree stumps and skilfully manoeuvre the mouse as they competently operate simple computer programmes. Visitors to the nursery additionally support staff in the provision of exciting creative activities. Children effectively learn about nature, for example, as they create their own ant farm and tank with different insects as part of a mini beasts topic and watch caterpillars change into butterflies. They are highly encouraged to develop imagination through innovatively equipped changing role play areas, for example, an opticians, fish and chip shop, hairdressers and hospital.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted which required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

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.