

# Toddle-Inn Limited

Inspection report for early years provision

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**Inspection date** 01/10/2009  
**Inspector** Sandra Daniels

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**Type of setting** Childcare on non-domestic premises

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## 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 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).

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## Description of the setting

Toddle Inn Limited registered in January 2009. It operates from a converted house which is within the residential area of Gidea Park, within the London borough of Havering. Children have access to appropriate toilet facilities and can play in secure garden area under supervision.

The nursery is open each weekday from 08.00 to 18.00 all year. Children attend for a variety of sessions. The provision is registered to care for 30 children in the early years age group. The provision is registered to care for children on the Early Years Register. There are currently 35 children aged three months to under five years on roll.

There are seven permanent members of staff all of whom hold relevant childcare qualifications. Several members of staff are also working towards higher level qualifications. The setting regularly supports volunteers and students. The setting receives support from the area Special Educational Needs Co-ordinator (SENCO) via the local Early Years Development and Childcare Partnership (EYDCP).

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff have satisfactory and developing knowledge of the Early Years Foundation Stage (EYFS) and apply this in practice to support children's welfare, learning and development within the nursery. The environment is welcoming for children and adults alike, and practitioners ensure that children are safe and secure at all times. Partnerships with parents are friendly and sufficient attempts are made to engage with all children and their families to ensure that individual care needs are met. Continuous monitoring of the provision means that priorities for future development are identified and strengths are identified.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that staff records, including details of CRB disclosures are on the premises at all times
- develop opportunities for children to become active learners; to make choices and decisions and to develop their independence and creativity
- develop systems for observational assessment and planning in order to ensure the continuous provision of well-planned indoor and outdoor experiences, based on children's spontaneous play, which support them to learn with enjoyment and challenge.

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

Toddle-Inn nursery is generally well organised and the staff team work well together to provide a bright, welcoming learning environment for children. All regulatory documentation is in place, although some are not consistently kept on the premises. A comprehensive set of unique policies and procedures are in place and are shared with parents. Practitioners are familiar with the policies and they are implemented in practice. Children's safety is given high priority and staff are all fully aware of the actions to take should they have any concerns for a child's welfare. Children are encouraged and supported to consider their own safety and that of others and they receive gentle reminders about safe practices as they play. Ratios are always met and staff are vigilant in their supervision of babies and children.

Staff have good opportunities to access regular training to update their knowledge, and also to work towards higher qualifications. The owner works alongside staff and regularly appraises their performance. Some areas for improvement have been identified through self-evaluation. For example, improvements to the systems for planning and assessment and the need to develop further learning opportunities outdoors. The staff team also responds to advice from other professionals and demonstrate a commitment to seeking further improvement in outcomes for children.

Parents feel welcome within the nursery and value the service provided for their children. They exchange information with staff each day to support the personal care of their children. For example, they alert staff to the fact that their children might be particularly tired or hungry when they arrive at nursery. Staff share information about the children's daily routines and activities they have enjoyed through informal discussion and by completing written weekly summaries. Newsletters and open days help to keep parents up-to-date with new information and their children's progress and achievements. Planning is on display for parents so they can see what activities are scheduled and many parents are pleased with the progress being made by their children. The setting is building effective working partnerships with other agencies and professionals and this impacts positively on children.

## **The quality and standards of the early years provision and outcomes for children**

Children are making satisfactory progress in their learning and development as they are supported and encouraged by staff. Systems for observational assessment and planning have been reviewed and are now being implemented with the emphasis being on following children's individual interests. Children's next steps for learning are identified through observations and discussions with parents and carers. Although children do have some opportunities to make choices and decisions, there are some occasions when these are missed. For example, at snack and meal times, when choosing resources and whether or not to play outside.

Activities and experiences cover all of the areas of learning and staff recognise that children learn most effectively when they are motivated and interested.

Staff working with the babies talk to them with care and sensitivity, and are able to interpret babies' attempts at communication, both verbal and by the use of sounds and gestures. Babies are given cuddles frequently and play happily in the calm environment. They are encouraged to make progress in reaching developmental milestones, for example, crawling and walking, and they have sufficient space to explore freely. Toddlers and older children generally settle well into the nursery and grow in confidence as they become familiar with the routine.

Children make marks on paper inside and on the ground or fence in the outside play area. They develop problem solving skills as they complete jigsaw puzzles and use their imagination as they dress up as their favourite characters and act out familiar stories. Many children enjoy books and stories and listen attentively as they are read to by practitioners. Children learn to develop the personal qualities and skills required for their future. For example, older children carry out simple tasks to help the younger ones and take pride in setting good examples in terms of their behaviour.

Children learn about healthy lifestyles. They play outside daily and there is sufficient space indoors for physical activities, such as dancing and circle games. Food is prepared and cooked daily using fresh ingredients and special dietary requirements are catered for well. Drinking water is available at all times.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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