

Toybox Day Nursery

Inspection report for early years provision

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Inspector Deborah Jane Udakis

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Toybox Day Nursery was registered in 2008. It is one of three privately owned day care settings operating under this provider in the county of Bedfordshire. The setting is situated in a converted building which has been adapted to meet the needs of children. Young children under two years are cared for on the lower floor which has three rooms, sufficient toilets and nappy changing facilities. The main office and kitchen are also on the ground floor. Older children aged two and above are cared for on the first floor with their own nappy changing and toilet facilities. Access is via a level paved path. Children have access to two separate enclosed outdoor play areas.

The setting is registered to provide care for a total of 60 children aged from birth to five years and is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open from 8.00am until 6.00pm Monday to Friday all year round with the exception of bank holidays. Additional hours are available for parents who require early starts or late finishes. The setting is registered to receive government funding for three and four year olds. There are effective arrangements in place to support children with English as an additional language or children with special educational needs and / or disabilities (SEND).

There are currently nine staff employed within the setting. The manager holds a level four qualification and four staff hold a level three qualification in childcare. One staff member holds a level two in childcare and education and another has a level three in play work. A further three staff are working towards either a level two or three in childcare. In addition, the nursery is supported by an early years executive.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting where the needs of happy confident children are met in all aspects of the Early Years Foundation Stage (EYFS). The inclusive nature of the setting ensures that all children receive a warm welcome and settle well with the support of trusted and caring adults. The setting has good capacity to maintain continuous improvement. The positive leadership and management of the provision ensure regular evaluation of the effectiveness of the early years service in consultation with staff and parents.

What steps need to be taken to improve provision further?

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

- improve arrangements for assessing each individual child's progress by the consistent recording of children's starting points
- improve the analysis of the action planning which results from the current

self evaluation to fully assess the impact on children to support the sustained improvement to the early years provision.

The effectiveness of leadership and management of the early years provision

Children's welfare is secure because staff know and understand safeguarding issues and procedures. They are aware of the possible signs of abuse and know the procedures to follow if they have concerns about a child. The named designated person for safeguarding is suitably qualified and other staff have also completed relevant safeguarding training. Recruitment is robust and there are rigorous employment procedures in place including vigilant CRB processes. Current and relevant information regarding Local Safeguarding Children Board (LSCB) is available in the staff room, safeguarding is discussed during team discussions and safeguarding training, policies and induction are given a high priority.

The leadership and management of the setting are strong and ensure that the requirements of the EYFS are in the main, well met. They are enthusiastic and have a clear vision for continuous improvement. Clear and specific action plans support regular evaluations of the setting to drive through improvement. The detailed and evaluative self assessment is regularly reviewed and updated and demonstrates the settings commitment to driving through improvements and embedding ambition. The leaders have a good understanding of the settings strengths and areas requiring development and constant improvements are made for the benefit of children. For example, the installation of a canopy over the baby and toddler garden creates an all weather outdoor play environment. However, some improvements, once made, are not fully evaluated or recorded. As a result the benefits to children are not always obvious within the settings evaluations.

Good quality resources are accessible to children. Staff are well qualified and experienced and adult to child ratios ensure all children receive individual attention. All policies and procedures are available to and understood by, parents and staff and are reviewed regularly. New policies include those regarding swine flu and the safety of children whilst work people are on the premises. These demonstrate a strong commitment to the welfare of children.

The setting's equality and inclusion policies and procedures are effective. All children receive a warm welcome and relationships with adults are trusting and secure. The setting works in partnership with parents and others to meet every child's needs. Parents are happy with the service and they know how to refer any concerns to the provider and the regulator. Parents expressed delight at the progress their child has made given their short time at the setting. There are close links with the community and children take part in visits to the local library. All children regardless of gender play an equal part in a varied and enjoyable curriculum. There are effective procedures in place to ensure the needs of all children are met. Staff are appropriately trained to support children with SEND and English as an additional language.

The provider aspires to develop an outstanding childcare service, ensuring strong

partnerships with parents to achieve high levels of success. Communications with parents are sensitive and consultative and provide evidence of effective partnership working arrangements. There are secure arrangements in place for the effective partnerships with other agencies, although, these links are in the early stages of development.

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

In general, children are making at least satisfactory progress in relation to their starting points and may actually be making better than satisfactory progress overall. However, starting points for some children aged over two years, although, quickly assessed, are not sufficiently well recorded to provide credible evidence to support anything more than satisfactory progress. As a result, adults can not be confident when making judgements regarding some children's progress and achievement. Planning effectively supports individual children's learning and development, covers all aspects and provides appropriate challenge for all children. Staff use observations to inform future planning and to identify children's next steps in learning. In most instances, children's progress is effectively charted by way of observations, assessments and the completion of learning journeys.

Children are active learners and enjoy creative activities. Child initiated play is a strong feature of this setting and children enjoy a good balance of opportunities to play indoors and outside. Staff ensure the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys through effective and thorough risk assessments. Children show that they feel safe and are confident to confide in the staff, for example, children eagerly and readily throw their arms around staff and cuddle them. Strong trusting relationships exist between children, between children and adults and between adults. Children are supervised well at all times. Children's behaviour is good, adults act as positive role models and children respond to the expectations of the staff for good behaviour.

Children have good opportunities to take responsibility in the setting and to play a part in the wider community. They take part in charitable events, raising funds in aid of a local neonatal hospital. Birthdays are celebrated and children participate in making cakes on site for these special occasions to accommodate allergies and any specific dietary needs. They are developing appropriate habits as active, inquisitive and independent learners. They develop collaborative and problem solving skills. Children clearly enjoy their time at the setting and there are good opportunities to help them to feel safe, learn to lead healthy lifestyles, make a positive contribution and develop their skills for the future. For example, during outdoor play even very young children show tenacity and a growing independence, climbing the wooden steps to the playhouse unaided whilst under the watchful eye of staff. In addition, minor conflicts between older children were observed to be resolved easily with children demonstrating cooperation and consideration for others with the support of caring staff.

Good health is well promoted within the setting. The setting has been awarded a four star hygiene award from the local Environmental Health service. The daily

menu, which includes breakfast, lunch and afternoon tea, is well balanced with a good range of fresh fruit and vegetables. Children are encouraged in their good health by regular teeth cleaning and learning about good hand washing to counteract germs.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
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	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met