

Toybox Day Nursery

Inspection report for early years provision

Unique reference number 219271
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Inspector Gillian Walley

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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 is one of three nurseries run by Toybox Day Nurseries Limited. It opened in 1998 and operates from a purpose-built building. It is situated within the grounds of Sandy Upper School and Community College and serves the local and wider community. A maximum of 78 children may attend the nursery at any one time. It is open each weekday throughout the year, except for bank holidays. Sessions are from 7:00am to 7:00pm. The setting is also registered to provide out of school care for children from four to eight years. These sessions are from 7:30am to 9:00am and from 3:00pm to 6:00pm and from 8:00am to 6:00pm during the school holidays. Care is also provided for children over eight. All children have access to a secure enclosed outdoor play area.

There are currently 147 children aged from birth to under five years on roll in the nursery and 32 children aged from four to eight years who attend the after school club, of whom 5 are early years. Of these, 15 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and has appropriate access. It also supports those who speak English as an additional language.

The setting employs 12 members of staff. Of these, 11 hold appropriate early years qualifications and one is unqualified.

The nursery is accredited through Bedfordshire County Council's Quality Counts Accreditation scheme. The nursery works closely with primary schools which the children attend, and with the secondary school on the adjoining site. It is registered with the Early Years, Compulsory and Voluntary childcare registers.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the quality of the provision was judged to be outstanding. All children make very good progress because the nursery is very well led and managed. It is inclusive and meets the differing needs of each child well because children's progress is monitored carefully and staff make very good use of this assessment to plan their next steps. The staff are experienced and very well trained, and they work closely as a team. They evaluate the provision constantly and identify changes they can make to improve the nursery, and they respond quickly to new guidance about safeguarding procedures. They draw on the strengths and expertise of the other nurseries within the company, and they pool resources to make the best use of them. The nursery has an outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- consider asking adults to wear shoe covers in the rooms where babies crawl
- consider displaying words, letters, numbers and colours in the classrooms

and the outdoor area so that children can learn independently.

The effectiveness of leadership and management of the early years provision

There is a high ratio of adults to support the children's learning and development, and the staff take very good care of the children so that they feel safe. They are very vigilant about the children's security, for example visitors sign in and all gates and doors are kept locked. When new staff are appointed they are carefully vetted and they receive a very thorough induction about all procedures and policies. They carry out thorough checks of the premises each day to assess any risks which may lead to accidents. They check where any accidents happen to see if any one area is causing a problem. If children are unwell, have an accident, or need to be given medicine two members of staff take responsibility and parents are asked to sign the records so that they know exactly what has happened. Staff take this responsibility very seriously, for example they contact parents if children who arrive for the after school club have had an accident at school. There is a secure password system in case a parent is delayed and another adult needs to collect a child. Information about children's allergies is displayed where staff can see it easily. Babies and toddlers are monitored closely while they sleep and parents are given written information about their day at collection time. The children practise how to leave the building in an emergency, and all staff have first aid training and are scrupulous about hygiene. Consequently parents feel that their children are well cared for and completely secure.

The nursery is likely to continue to improve because the staff evaluate what they provide for the children and identify changes they can make to improve it, based on knowing the children and their families well and understanding their needs. There have been a number of changes since the last inspection report. The children now have more opportunities for developing their speaking and listening skills, and shy children can express how they feel using puppets. There have been changes to the premises to remove any potential dangers. The entire premises is being redecorated and fitted with safer floor coverings.

The nursery staff have a strong partnerships with parents, who feel the nursery is very well managed. They appreciate being able to talk to staff at the beginning and end of each day. The manager values parents' views about the provision, and a suggestions box and regular surveys are available. Parents can see photos of the staff who care for their children, along with their qualifications and responsibilities on a notice board, and parents can see useful information about what their children are learning so that they can talk to them about their new experiences at home. They can also tell the nursery staff about things the children have done at home so that the nursery staff can include this in their planning. The staff spend time explaining to parents how the nursery is run when children first start attending, and explain their policies so that parents understand the reasons behind them. Staff ask parents for a lot of information about the children so that they know how to support them well. Parents receive regular newsletters and are invited to parents' evenings to talk about their children's progress and their next targets. They can also see their children's records and observations of their learning at any time. The staff involve parents well, for example in planning a garden area where the children will be able to grow vegetables.

The nursery staff have good links with the schools the children move on to and welcome the children back to attend the after school club. They share information about the range of activities the children experience and they arrange meetings for parents to help them and their children to adjust to a new environment. The staff work closely with the local authority and with other agencies to support children who have medical or learning needs or who are learning English as an additional language so that they make very good progress and their parents are reassured.

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

The nursery has good resources and equipment in each of the vibrant classrooms and in the outdoor area, so that the children enjoy a wide range of stimulating and exciting experiences and make exceptional progress in a wide range of skills. They develop their imagination through role play, and they develop their fine motor skills through playing with construction kits and puzzles. They enjoy a wide range of creative activities, and are proud of their pictures and collages which are displayed on the walls. They enjoy a wide range of books and develop their early writing and number skills. Resources are well labelled and easy to reach so that the children develop their independence in choosing what they would like to play with. Babies play with a very good range of toys which stimulate their senses and give them new experiences such as playing with bubbles, exploring textures and making sounds. The rooms are in the process of being refurbished and at present the children are not able to reinforce their independent learning by seeing prints, colours, letters and numbers displayed either indoors or in the garden. Once this is completed, the quality of resources available to be deployed will be improved. The outdoor area is very well-equipped so that children make especially good progress in their physical development. The children also grow plants, and the older children use some of the school grounds. The babies' room is divided so that the younger ones can play safely and toddlers can be more adventurous, although adults may wear outdoor shoes on the carpet where babies crawl and could wear shoe covers to increase safety.

Each child has a key worker who takes responsibility for assessing children's progress, knowing their interests, likes and dislikes, and providing activities which they will enjoy and which will move them on in their learning. Adults ask the children questions to encourage them to solve problems and investigate. The system used for recording children's progress makes it easy for adults to see what experiences each child needs and what progress has been made. A strength of the nursery is the way each child is treated as unique, and encouraged to develop new skills at the right pace. The key workers' planning shows what they expect each child to learn from the activities which are available, and they plan daily so that they can take note of what the children have enjoyed most and would like to continue. When children are ready to move to the next stage they and their parents are introduced to the new room and staff very gradually so that the children settle easily. The children enjoy making visits, for example to the local park, the library and the post office, and having visitors, for example fire officers, a dentist and a nurse so that they learn more about the world around them. They learn about healthy eating because they eat nutritious snacks and meals, and they understand how to avoid infection by washing their hands before they eat.

Children learn about the customs and traditions of different people, for example at Chinese New Year they tasted noodles and made lanterns. Parents often come in to read stories to the children and to tell them about special 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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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