

Toybox Day Nursery

Inspection report for early years provision

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Inspector Felicity Gaff

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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*.

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Description of the setting

Toybox Day Nursery is privately owned. It was established in 1990 and moved to its current premises in 2009. The nursery operates from a building in East Grinstead, West Sussex. Children have access to two group rooms, toilets and a fully enclosed outside area. The nursery opens for 51 weeks of the year from Monday to Friday, between 07.15am and 06.00pm. A maximum of 61 children in the early years age group may attend at any one time and there are currently 68 children on roll, who are drawn from the surrounding urban and rural areas. The nursery makes provision for children who speak English as an additional language. There are 16 members of staff, 12 of whom hold early years qualifications to at least level 2, and one other staff member is in training. The nursery receives support from the local authority and provides funded early education for three- and four-year-olds

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish because the provider creates an ethos of reflective practice and continuous improvement that is evident throughout the nursery. Staff are committed to professional training and development in order to enhance their skills. The consistently strong practice amongst staff results in extremely happy and confident children who are making excellent progress. Staff work very closely with children and their families to create an inclusive environment. The highly effective observation, assessment and planning systems allow staff to plan activities that will attract and interest every child.

What steps need to be taken to improve provision further?

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

- improving the safeguarding policy to ensure it contains sufficient guidance for all staff
- developing the arrangements for sharing relevant information with practitioners in other early years settings children attend, in order to ensure effective continuity and progression.

The effectiveness of leadership and management of the early years provision

The provider and senior managers provide outstanding support to staff throughout the nursery. There are exemplary systems for ensuring staff are suitable to care for children and for supporting their continued professional development. Managers ensure that planned training will meet the personal and professional needs of individual staff members as well as benefit the nursery. As a result, staff

are enthusiastic about the training they undertake and are eager to put their learning into practice. Secure safeguarding procedures protect children well overall, although the written procedure for managing allegations lacks detail. Regular training for permanent staff enables them to recognise and respond to child protection concerns, although, on occasion, temporary staff lack similar expertise. Managers carry out regular risk assessments throughout the nursery and use them very well to keep children safe.

The positive relationships managers forge with staff, enable them to influence practice throughout the nursery. The excellent systems for self-evaluation, including using support provided by the local authority, mean that managers fully understand the nursery's strengths and weaknesses. This enables them to put in place very well-focused plans to develop the quality of the service provided. They seek and value the opinions of all staff, children and parents. For example, staff were fully involved in planning the layout of the new building. Children benefit from a safe, secure environment. Excellent staff deployment means that children receive unhurried adult attention in a calm, purposeful atmosphere. Staff organise resources skilfully to create a stimulating and attractive environment that enables all children, including those with additional needs, to participate fully. Staff have sought authoritative information about how children become bilingual. This enhances their ability to support the language development of children who are acquiring more than one language.

All the documentation required to support children's welfare is in place. Managers regularly review and update policies and procedures and have excellent systems for informing parents of any changes. Staff welcome parents as full partners in their children's care and learning. The comprehensive systems for recording children's progress and for exchanging information keep parents fully informed. Records, especially those for babies, use photographs extremely well to illustrate each child's learning and development. Parents appreciate the exceptional progress their children make. There are good arrangements for supporting children making the transfer to school. Staff have taken the initiative in approaching other early years settings that children attend in order to create partnerships, although these are not yet established.

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

Children flourish because staff work very closely with their parents to ensure they fully understand their individual care and learning needs. Detailed information sheets help staff establish children's starting points. Comprehensive systems for exchanging information with parents ensure that staff know and can meet each child's specific care requirements. As a result, babies and toddlers settle very readily into the warm, nurturing environment. Staff use their insights into each child's interests and patterns of learning to enable each one to participate fully. For example, they ensure children who need additional reassurance have time to watch others before attempting unfamiliar activities themselves. This helps children develop confidence and self-esteem. Children behave exceptionally well because staff have developed a highly effective reward system to help children understand

how they should behave. Staff provide consistently outstanding models of courteous and considerate behaviour and children form firm friendships. Children enjoy many opportunities to learn to respect diversity. For example, the nursery marks festivals from a variety of different cultural traditions, including those children celebrate at home. Vibrant displays of children's creative work and emergent writing, together with photographs of their achievements, show children the high value that staff place on what they do.

Staff use the detailed planning system very well to assess where children are in their learning and plan for their next steps. The system encourages the active participation of parents and is under constant review to assess its effectiveness. The carefully focused planning allows staff to provide learning experiences that are appropriate to each child's age and stage of development. Consequently, children enjoy a rich variety of activities that reflect their interests and achievements.

Staff support children's developing language skills very well. For instance, an adult introduces mathematical concepts into a craft activity by describing how a child folds her paper in half. This helps children relate mathematical terms to the real world. Children develop their literacy skills through very well planned play activities. For example, during a planned mark-making activity, an adult skilfully introduced a conversation about sounds and letters. As a result, a child continued to work independently, practising her emergent writing and explaining she was writing 'm' for mummy. Children of all ages choose to use the welcoming book corners to enjoy books and stories, both on their own and in small groups with interested adults. Staff in the baby room use books well for incidental counting activities during close, reassuring story sessions. Well-arranged construction areas allow children to explore shape and space through practical first-hand play activities undisturbed. Children show concentration and perseverance to solve problems by, for example, using effective strategies to complete puzzles. They learn about technology through using a variety of resources, such as computers, cameras and programmable toys. There are excellent arrangements for them to observe and discuss the natural world around them. For instance, they begin to understand the habits of the deer they watch in the adjacent field.

High quality outdoor play equipment, such as attractive climbing apparatus and interesting tunnels, provide challenging physical experiences for children of all ages. Staff supervise these carefully so that children use them safely and learn to keep themselves safe. All children have the opportunity to enjoy dance activities. Staff adapt these well to support the development of children of different ages and abilities. Staff in the baby room record children's physical progress in detail and plan carefully to promote their developing skills. Children become confident and independent at managing their own physical needs. They begin to learn how to keep themselves healthy because staff routinely explain the reasons for the very good personal hygiene practices they follow. Children enjoy well-balanced snacks and meals, with alternative menus to meet any specific dietary requirements. Flexible arrangements allow parents to choose whether to provide meals themselves, which ensures children receive the food their parents wish them to have.

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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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