

Toybox Day Nursery

Inspection report for early years provision

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Inspector	Deborah Page / Lorraine Sparey

Setting address	Salisbury District Hospital, Odstock Road, Salisbury, SP2 8BJ
Telephone number	01722 336262 X 2758
Email	dyan.hunt@salisbury.nhs.uk
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 opened in 1998 and is a workplace nursery for staff employed by Salisbury NHS Foundation Trust. It operates from two purpose built units at Salisbury District Hospital, Odstock. The children use eight playrooms and three separate sleep rooms, and there are kitchen and toilet facilities in each unit. There is an enclosed garden for outdoor play.

The nursery is registered on the Early Years Register to provide care for 105 children at any one time. There are currently 167 children on roll in the early years age group, of whom 54 receive funding for nursery education. The nursery opens five days a week, 52 weeks of the year from 7a.m. until 6p.m. Children attend a variety of sessions. The nursery supports children with special educational needs and children who speak English as an additional language.

There are 41 staff who work with the children, of whom 34 hold an appropriate Early Years Qualification. The nursery participates in the "Effective Early Learning Programme" Quality Assurance Scheme. The nursery has been awarded the Bristol Standard Quality Improvement for Birth to Five Certificate in March 2010.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children participate in a broad range of generally age appropriate activities, enabling them to make good progress in their learning and development. Children's individual needs are effectively met because staff have good knowledge of their individual requirements. They generally liaise closely with parents and other professionals to support children's welfare and learning. Adults support children's learning because the high staff ratios in each room enable staff to spend time supporting children in their development and learning. The setting has made good progress in addressing the recommendations since the last inspection, improving outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further systems to plan the next steps in children's development to maximise their learning
- continue to review the planning of out door areas to ensure all children have equal access and are effectively challenged at all times
- develop further the role of the key person to enable staff to develop a genuine bond with children and their parents.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the setting has comprehensive policies and procedures in place to protect children. Staff demonstrate clear knowledge and understanding of the policies which results in children being kept safe from harm and neglect. Staff meet annually with the trust's designated safeguarding staff, completing refresher training. In addition to the hospital trust carrying out thorough risk assessments, staff undertake their own, ensuring children's safety is effectively managed both within the nursery and on outings. Robust systems are in place for recruitment and as a result, all staff are fully vetted and suitable to work with children before they start. Rigorous induction procedures both with the trust and the setting are implemented, ensuring staff are fully equipped with the knowledge to promote children's health, safety and well-being. All documentation is well organised to support staff in promoting positive outcomes and stored appropriately to maintain confidentiality.

Overall, the systems to monitor and evaluate the whole provision are effective. Staff meet regularly to plan and assess activities, reflecting on their practice through in house training. Staff work well as a team and are committed to training, updating their knowledge of up-to-date childcare practices. In addition to the setting's own systems, they have recently completed the Bristol Quality Assurance Scheme. This enabled them to thoroughly look at all aspects of the provision and as a result they recognise that communication with parents and others is not as effective as they initially thought. Consequently, management sent out parental questionnaires and have worked closely with key staff to improve relationships. Generally these are effective, however on occasions parents do not have the opportunity to fully develop secure relationships. They have also initiated a parent focus group which enables parents to be more involved.

There is a wide range of age appropriate resources in all the play rooms which are regularly rotated to maintain children's interests. However, this is not always the case with regard to the larger of the outdoor areas. At times this results in some groups of children's behaviour deteriorating because there are insufficient activities to effectively challenge the older children. Therefore, in some situations the setting is not sufficiently narrowing the gap between different children's achievements. In addition, the outdoor space is not sufficiently monitored to ensure that all groups within the nursery have equal access. For example, on the day of the inspection there was no opportunity for babies to go outside. Children with additional needs are well supported. Staff visit and liaise closely with other early years professionals to ensure they have the opportunity to reach their full potential. As well as resources that promote diversity, children have opportunities to celebrate festivals throughout the year. Children with English as an additional language are well supported. In one of the play rooms staff make a picture board using the child's home language and English, ensuring the child is fully supported.

Partnership with parents are good. There are effective settling in procedures that include a comprehensive parent pack which gives clear information on a variety of subjects including the Early Years Foundation Stage. Parents are encouraged to be

fully involved in their child's learning. They are provided with 'wow' sheets which they can jot down children's achievements at home. Parents report that the staff are friendly, approachable and that their children are making good progress in their learning and development. They are encouraged to participate in events such as a teddy bears picnic and summer fete. They are invited to guess which room made which scarecrow and the nursery rhyme it related to. Parents bring in photos of family members to add to the family display board in each room. Toddlers enjoy pointing to photos of familiar people which are displayed at their height. There are good systems in place to share information with other early years settings that children may attend. Staff visit local settings, observing children talking to their key person, ensuring a consistent approach.

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

Children throughout the nursery are confident to come in to their individual play rooms and quickly settle at activities. They participate in a broad and varied range of play and learning opportunities. Staff interaction is generally good. Babies and toddlers benefit from staff sitting on the floor providing face to face communication and support them during activities. Children throughout the nursery are confident to select resources from the low level storage. In the grasshopper pre-school room children ask for the dough equipment and an adult suggests they look for the container with the correct picture. They praise the children as they find it. Toddlers enjoy exploring the treasure baskets and imitating staff as they cover their faces with scarves and play peek-a-boo with their friends. Children in the bumble bee group enjoy musical instruments making different sounds. A child smiles and giggles as they recognise that the sound changes when they put the tambourine on their head and tap it. In the beetles' room children experiment with stencils and mark making and talk about how when they rub the crayon on the paper a dinosaur appears. Other children within the room count the number of bricks in their tall tower. Children in the dragonfly group cooperate together as they rock backwards and forwards on the see-saw and spontaneously sing songs.

Staff's knowledge of the Early Years Foundation Stage is good. They observe and assess individual children's progress and use the information gathered to plan the next steps. However, on occasions, the next steps are too broad to maximise children's individual learning. For example, the plans indicate the next steps for one child is jelly play and staff are not clear on the intended learning outcome. At times, the outside area is not effectively used to challenge all children. For example, some staff view the outside area as a means for children to let off steam and use their energy rather than a constructive learning experience.

Children benefit from healthy and nutritious snacks and meals provided by the hospital kitchens. Staff sit with the children to develop their independence with feeding themselves. Children follow good hygiene routines and wash their hands at the correct time. The younger children cooperate as their hands and faces are wiped. Older children recognise how their bodies change with exercise. A child tells a visiting adult 'I'm out of puff because I've been running really fast'. Children have good opportunities to develop their awareness of safety issues. Staff give clear

explanations, for example, several children ask if they can play with the 'tap tap board'. The adult asks 'what do we need to do?', the children reply, 'keep our shoes on'.

Behaviour throughout the nursery is generally good. Staff encourage and praise children during activities and children are proud of their achievements. However, occasionally children's behaviour varies with the older children because there are insufficient challenges in the out door area. Children are polite saying please and thank you at appropriate times and staff are good role models. Children have opportunities to learn about the wider world through planned activities and parents are invited to share their skills.

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	2
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	2
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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