

# The Toddle Inn

Inspection report for early years provision

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**Unique reference number**

EY278733

**Inspection date**

09/06/2010

**Inspector**

Dawn Lumb

**Setting address**

Doncaster Lodge, Doncaster Road, Owston, Doncaster,  
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**Telephone number**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

The Toddle Inn Nursery was registered in 2004. It is a privately owned nursery and operates from a large detached house situated in a rural setting on Doncaster Road, near Owston on the outskirts of Doncaster, South Yorkshire.

The nursery is accommodated on two floors of the owner's home. Accommodation is at ground floor and first floor level. The ground floor offers a play room, music room and computer area, toilet facilities, including a toilet with wheelchair access and kitchen facilities. On the first floor, there are two play rooms, including a baby room with a toilet and nappy change area. There is a fully enclosed outdoor area.

A maximum of 46 children may attend the nursery at any one time, all of whom can be in the early years age group. It is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery serves the local community and surrounding areas. There are currently 15 children on roll, three of whom receive funding for nursery education. The setting supports children with special educational needs and/or disabilities. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs two staff. All staff who work with the children hold early years qualifications to level 3, the owner/manager is working towards an Early Years Foundation Degree. The setting receives support from a teacher from the Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and staff are very welcoming. They create a safe and inclusive environment in which children enjoy their learning and play and they make good progress. Parents are pleased with the setting and have good relationships with the staff. The manager has a secure understanding of the setting's strengths and areas for development, which are shared with other staff members. They have identified the setting's main areas for improvement, which are to promote the involvement of parents and to enable stronger links with the children's feeder schools, which demonstrates that they have a good capacity for continuous improvement.

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

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

- further promote partnership working through securing stronger links with the children's feeder schools and strive to develop parental involvement
- further organise paperwork to promote effective identification and more efficient working.

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

Arrangements for safeguarding children are carefully managed and understood by those who work with the children. The owner/manager and staff are reflective and have a good understanding of their roles and responsibilities. They work exceptionally well together to ensure the best outcomes for the children in their care. There is a real commitment to continuous professional development and to raising skills. An effective programme of ongoing formal and informal learning opportunities ensures that skills are consistently updated.

The setting has endeavoured to develop inclusive systems of communication to ensure that there are consistent and productive partnerships with parents and carers. It has built strong links with the local Sure Start centre, resulting in good levels of engagement with the setting, however links with the children's feeder schools are still developing. Parents are provided with a wealth of information and guidance regarding the smooth running of the setting and their children's care, learning and development. Parents are encouraged to be involved in their children's learning and development. Although this is an area to further develop. Parents say they are really pleased with the setting, they feel their children develop and socialise well, which gives them a good start when they begin to attend school.

All records, policies and procedures are regularly reviewed and well maintained. Although they are not organised to promote effective access, this is mainly due to some re-organisation. The documentation supports the setting and promotes positive outcomes for children. High regard is given to the safety of the children and efficient and effective strategies are in place. For example, rigorous risk assessments and daily checks are carried out. The outside play area is secure, with padlocked gates. The staff are vigilant in supervising the children and provide excellent support for children's individual needs.

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

The nursery owner/manager and staff endeavour to present a vibrant, exciting and welcoming setting through utilising lots of children's artwork and displays. They offer a broad range of interesting and varied practical activities and play opportunities. Key workers are exceptionally caring as they sensitively support children's care and learning needs. For example, as babies go to sleep in their pushchairs outside, the staff member soothes them and sings to them, all children receive lots of attention, cuddles and praise. Children are exceptionally happy, giggling and laughing with staff members and thoroughly enjoy playing with the other children. These are strong factors in helping children to feel happy, settled and valued.

Staff have a sound understanding of the Early Years Foundation Stage and

therefore children's progress towards the early learning goals is well supported. A very good range of resources, activities and opportunities helps them to learn well in all areas. A record of children's progress is well maintained through observation and assessments and the next steps in learning are identified and incorporated into the planning.

Children socialise very well and they share resources and communicate confidently. For example, young children sit and roll a ball to one another and laugh and chuckle at each other. Staff skilfully question and guide children in their activities, while allowing them to play and learn at their own pace. Their independence and self-help skills are significantly enhanced. For example, they change their own clothes and shoes for outdoor play and independently pour their own water and butter their own toast. Younger children are sensitively encouraged to feed themselves.

A wide range of activities motivates and interests children and they enjoy what the nursery has to offer. Children are making good progress in learning the letters and sounds of the alphabet. They begin to recognise their own names through self-registration and young children have a picture next to their names to help support this process. Staff promote children's thinking through effective questioning techniques, which promotes children to be inquisitive learners. They have good opportunities to mark-make with easy access to a selection of materials including paints. Mathematical language is encouraged and children are learning to describe the shape, size and position of objects around them. Children are helped to recognise and use numbers in a variety of situations. For example, from singing simple action rhymes to using a height chart to measure themselves and compare different heights.

High regard is given to children learning about the world around them. Children learn about the environment. For example, they collect rain water in water butts and water their vegetables and flowers. They have very good opportunities to participate in activities, such as planting and growing their own vegetables, looking after the birds and learning what other animals and creatures need to help them grow and develop. Young children enjoy many sensory activities, such as singing with shakers, playing with different textures and feeling natural materials. All children have very good opportunities to explore and investigate and they access a sensory room and nature area.

Children's information and communication technology skills are well promoted. They experience opportunities to access programmable toys, and a range of resources are available to explore technology. There are good opportunities for children to design and make things. All children enjoy lots of creative activities, including the very young. For example, they participate in making a large picture about the three Billy Goats Gruff and use different fabrics and paint and are involved in many printing activities. Children readily participate in imaginative play as they build and play in the bricks.

Children are encouraged to adopt healthy lifestyles, in which healthy eating and exercise is encouraged. High regard is given to children's large, physical movement and to the access of fresh air. Children thoroughly enjoy themselves outside, as

they use sit and ride toys along the decked path way, with exceptionally good skill, they play in the sand and climb in and out of the sand pit.

Children receive an appropriate balanced and nutritious diet. Good hygiene procedures are continuously practised by staff to help protect children from infection. For example, bottles of anti-bacterial gel are available and are regularly used by staff, for instance at mealtimes. Colour coded cloths and buckets ensures quick identity and correct designated use. Children have a positive attitude to hygiene routines and enthusiastically wash their hands after the toilet and before eating their lunch. They learn about what is good for you to eat by producing, preparing, cooking and eating their own vegetables, such as potatoes, green beans and sweet corn.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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