



## **Toy Box**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY259841
<b>Inspection date</b>	20 April 2006
<b>Inspector</b>	Maralyn Chiverton
<b>Setting Address</b>	11 Market Street, Wakefield, West Yorkshire, WF1 1DD
<b>Telephone number</b>	01924 201010
<b>E-mail</b>	
<b>Registered person</b>	Toy Box
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Toybox Private Day Nursery is privately funded and was registered in June 2003 to care for no more than 54 children aged from birth to five years. At present there are 95 children on-roll, 25 of whom are in receipt of education funding. The provision operates from one main building and separate annex situated in the centre of Wakefield. It is open Monday to Friday from 06.30 until 18.30 throughout the year, closing only for one week at Christmas and Bank Holidays. There are 22 members of

staff, the majority of whom have a recognised early years' qualification. The provision receives regular support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in an environment that is warm clean and welcoming. They are kept healthy through staff being proactive in promoting good health and hygiene practice, as well as being vigilant in ensuring that the environment remains clean and hygienic. Children are very independent in their personal care. They understand that the need to wash their hands before eating and after using the toilet is to prevent them becoming ill from germs. Children are provided with a broad, balanced variety of nutritious meals and snacks, which are attractively presented and ensure that children's individual dietary needs are well met. They develop a good understanding of the benefits of a healthy lifestyle through planned topics and discussions, for example, 'Keeping Myself Healthy' and healthy eating. Children are provided with drinking water throughout the session and are kept free from infection through the effective implementation of a detailed sickness policy, which is made available to all parents. They benefit from regular access to the outdoor area for physical activities as well as regular visits from 'Joe Jingles' who provides imaginative and creative activities, such as movement to music accompanied by musical instruments. Children are provided with comfortable areas that allow them to rest and relax.

Babies and young children under three years of age receive very good attention and support, which promotes and fosters their emotional well-being. They are made to feel special through an effective key-worker system as well as established shared understandings between parents and carers. Younger children freely explore their own environment with confidence and independence, whilst babies learn to gain good control of their bodies through being encouraged to roll, crawl and pull themselves up.

Children in receipt of nursery education develop a positive attitude towards physical exercise. They test their skills of climbing and balancing and promote their understanding of space, themselves and others through regular opportunities and the provision of a good variety of outdoor equipment, for example, balancing beams, bats, balls and hoops. They are beginning to develop a good understanding of how their bodies work through planned topics and simple discussion. Children are provided with a very good range of small equipment, which they use with good control and coordination.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are kept safe in a warm, well-organised and secure environment. Their safety and welfare are well promoted through the high priority given by staff to

maintaining a safe and secure environment. The implementation of effective, well-written policies and procedures, such as arrival and collection, recording of visitor's and a keypad system, ensures no access to unauthorised persons. Children's understanding of personal safety is well promoted through simple discussion and being an integral part of the daily routine. For example, children regularly tidy away to avoid falling over and hurting themselves. Effective deployment of staff, space and resources allows children to move freely, safely and with independence. Children benefit from the provision of very good, quality equipment and a broad well-balanced range of resources that is safe, suitable and purposeful. Equipment and resources are checked daily for safety. Any in need of replacement are purchased through a reputable company which complies with British safety standards. Children are well protected from risk of harm through the staff's comprehensive knowledge and understanding of fire evacuation procedures as well as child protection issues. Babies and young children under three years of age are provided with good opportunities to make safe choices and develop their own boundaries. They receive plenty of praise and support and are beginning to understand the need for a balance between freedom and safe limits. Shared information that is communicated on a daily basis between parents and carers ensures that children are kept safe.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident, independent learners. Their self-assurance is fostered and promoted effectively through plenty of encouragement, support, appropriate challenges and praise. They benefit from a well organised learning environment and a broad, well-balanced variety of resources which promotes their independent learning well. Children show very good interest, involvement and enjoyment in what they do. They are encouraged to make decisions, think for themselves and participate in a wide range of well planned, focused activities and hands on experiences, which are creative and imaginative, such as planting sunflower seeds and weaving Maori headwear. Babies and children under 3 years of age receive plenty of encouragement and support. They are provided with a very good range and balance of activities to promote their learning. However, a limited supply of natural materials restricts them from building on their natural curiosity.

Nursery education.

The quality of teaching is very good. It is rooted in a secure understanding and sound knowledge of the Foundation Stage and early learning goals. The identification of children's level of learning when entering the setting and effective planning allows children to make very good progress in all six areas of learning. Children's progress is monitored through well written observations, focused activities and individual pieces of children's work. However, this information is not used effectively to extend children's learning. Staff use good questioning skills and additional resources to challenge children's thinking. They place great emphasis on good interaction with children and are very supportive in their learning. Children show high levels of confidence, they have a positive approach to learning and show great enthusiasm in

all that they do. They demonstrate good independence skills as they look after their own personal hygiene. Children are confident communicators, are able to write their names and link with phonic sounds. They count to ten and beyond and have a very good understanding of addition and subtraction. Their understanding of their local environment and the wider world is well promoted. For example, they visit places of interest, such as the local pharmacy, train station and Chinese supermarket. Children are provided with regular opportunities to use their imagination skills, to explore, experiment and investigate colour, texture and shape. For example, through observational drawings and participation in role play.

### **Helping children make a positive contribution**

The provision is good.

All children are valued, respected and welcomed as individuals. They make a positive contribution and confidently express their ideas and listen to those of others. Children show a good sense of belonging and benefit from the effective promotion of equality of opportunity. This is fostered by staffs comprehensive understanding and implementation of well written, detailed policies and procedures. There are effective arrangements in place to care for children with special educational needs through access to an experienced, designated Special Needs Coordinator. Children's understanding of similarities and differences, and the wider world, is well promoted through positive discussion and a range of interesting, exciting, hands-on experiences and activities. For example, weaving Maori headwear and participating in Aboriginal dance. Children are well behaved, are able to take turns, respect themselves and others. The positive attitude of staff as well as focused activities, ensures that children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents is very good and contributes significantly to children's well-being. Parent notice-boards, displayed in each room help to promote a clear understanding of the structure of the day. They feel welcomed and valued at the nursery and are provided with good quality information about the provision, all policies and procedures, the Foundation Stage and early learning goals. Parents receive formal and informal feedback about their child's progress and are involved in their child's learning through discussion with staff and having access to their child's 'Special book'.

### **Organisation**

The organisation is good.

Children benefit from a well organised environment where they are supported by a very good ratio of experienced qualified staff, who work exceedingly well as a team. Children are provided with consistency of care through part-time members of staff already well known to children covering for periods of staff absence. Effective implementation of detailed, well-written policies and procedures contribute to children's welfare, care, learning and enjoyment. Children benefit from the staff's enthusiasm, motivation and enjoyment, as well as their good understanding of their

role and responsibilities in developing children's learning. Staff are pro-active in developing their systems for recording and monitoring children's progress to include extension of individual children's learning.

The leadership and management of the nursery education is very good. The provision has a clear vision for the future, which is shared with all staff and steers the work of the setting. Effective leadership and management of staff ensures that their views and ideas are valued, respected and represented at regular team meetings. Effective monitoring and evaluation of the educational provision through minutes taken during team meetings, and feedback from the local authority, ensures that areas for development are identified. The provision is working towards achieving a recognised quality assurance kite-mark and is fully committed to improving the care and education offered to all children through staff development.

Overall the provision meets the needs of all children who attend.

### **Improvements since the last inspection**

Since the last inspection the setting has taken very positive steps to improve children's health and safety through the implementation of an effective admissions policy and fitting of toilet doors. All staff, including trainees receive a comprehensive induction to ensure that they are made aware of all policies and procedures including the Government publication, 'What to Do If You're Worried A Child Is Being Abused'.

### **Complaints since the last inspection**

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should

take account of the following recommendation(s):

- further develop heuristic areas to promote and encourage children build upon their natural curiosity.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop existing procedures for extending and recording children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)