



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY259841

DfES Number:

INSPECTION DETAILS

Inspection Date 14/05/2004
Inspector Name Valerie Craven

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Toy Box
Setting Address 11 Market Street
Wakefield
West Yorkshire
WF1 1DD

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Toy Box
Address 11 Market Street
Wakefield
West Yorkshire
WF1 1DD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Toy Box Private Day Nursery opened in June 2003, and provides full day care for the local community and surrounding areas. It is situated in the centre of Wakefield in West Yorkshire. The nursery is managed on a day-to-day basis by the two joint owners. Care takes place in a suitably improved listed building. The funded children are organised into the pre-school group, and spend most of their time in a large open-plan room located on the first floor level of the building. They have supervised access to the toilet facilities on the ground floor level, and a secure and spacious outdoor play area.

The nursery has 76 children currently on roll between the ages of three months up to five years old. There are 6 three-year-olds in receipt of funding, and 1 four-year-old in receipt of funding. None of the funded children have been identified as having special educational needs, or are learning English as an additional language. The nursery is open throughout the year, closing only for Bank Holidays. Daily sessions start at 06.30 am and finish at 18.30 pm.

There are five members of staff who work with the funded children, including four who are full-time and one who is part-time. Most of these staff hold recognised qualifications in childcare and early years education, whilst others are working towards these. Staff receive support from the local Early Years Development and Childcare Partnership, including visits from an advisory teacher, with opportunities to attend a range of locally organised training courses.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Toy Box Private Day Nursery provides a welcoming environment for children to settle and learn. They are making limited progress overall towards the achievement of the early learning goals. Generally good progress is made in the areas of personal, social and emotional development, knowledge and understanding of the world, and creative development. Limited progress is made in the areas of communication, language and literacy, and mathematical development. However very good progress is made in physical development

The quality of teaching has significant weaknesses. Staff use a range of appropriate methods to help all children to progress. This includes a balance between focused activities and independent learning, with an emphasis on learning through play and practical activities. There is, however, limitations in staff's current knowledge and understanding of the early learning goals, the level of challenge set for the four-year-olds and more able children, and the range of strategies used to help foster children's positive behaviour.

Leadership and management has significant weaknesses. There is a commitment by the two joint owners to improve the care and education for all children, such as ensuring that children have access to good quality resources and an attractive learning environment. There is, however, limitations in the way assessments are done of the strengths and weaknesses of the provision, and the way nursery education is evaluated and monitored.

Partnership with parents and carers is very good. Parents receive a range of quality information about the setting, featured well in the entrance part of the nursery. They are informed about their child's achievements and progress, and are able to share what they know about their child through a key worker system, and are involved in their child's learning.

What is being done well?

- The commitment by the two joint owners to make improvements in the care and education for all children, such as ensuring that children have access to good quality resources and an attractive learning environment.
- Children's aptitude to form good relationships with each other and the nursery staff. This is featured well during small group work, such as during an outdoor play activity, when one child operates a large wheeled vehicle, and a second child travels as a passenger, taking turns and sharing fairly.
- The parent's level of awareness about the nursery and its provision. This is featured well in the entrance part of the nursery, including displays of recent photographs, such as a display about 'people who help us'.

- Children's physical skills are promoted very effectively through a range of stimulating and challenging equipment appropriate for both 3 and 4 year olds.

What needs to be improved?

- the development of all children's personal independence skills including the range of strategies used to help foster all children's positive behaviour
- the opportunities for all children to develop their ability to write their own names, to attempt writing for a variety of purposes, and to link sounds and letters
- the range of activities to foster all children's mathematical skills, including their ability to recognise numerals 1 to 9, to count reliably up to 10 everyday objects, and their understanding of simple addition and subtraction
- the variety of planned activities to encourage all children to operate everyday technology items to help support their learning, particularly the three-year-olds
- and their ability to explore sound, such as repeated sound patterns
- the staff's current knowledge and understanding of the early learning goals, and the level of challenge set for the four-year-olds and the more able children,
- the frequency and detail of the assessment of the strengths and weaknesses of the overall pre-school provision, and the way the provision for nursery education is evaluated and monitored.

What has improved since the last inspection?

not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have developed an aptitude to form good relationships with each other and the nursery staff. This is featured well during small group work, such as during an outdoor play activity, when one child operates a large wheeled vehicle, and a second child travels as a passenger, taking turns and sharing fairly. They are keen to try new activities and are developing a sense of the community. There are, however, limited opportunities for children to develop their personal independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are able to recognise their own names. This is fostered well during daily routines, such as the cloakroom routine when children look for their individual peg, and the lunchtime routine when children look for their individual place mat. They are able to speak clearly and can show an awareness of the listener. There are, however, limited opportunities for all children to write their own names, to attempt writing for a variety of purposes, and to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are skilful at using mathematical language to describe and compare the size of a range of everyday objects in the pre-school room. This is promoted well when handling a variety of accessible rulers. They can measure quantities of ingredients used as part of baking activities. There are, however, limited opportunities for children to develop their ability to recognise numerals 1-9, to count reliably up to 10 everyday objects, and their understanding of simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to design and make, often when handling a wide range of materials in the well resourced 'construction area', and at the 'modelling table', including using everyday materials. They are developing a sense of place through supervised visits in the locality, and through visitors, and are able to explore and investigate. There are, however, limited opportunities for children to operate everyday technology items to help support their learning, particularly the three-year-olds.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are able to work on a variety of challenging equipment, suitable for all their abilities and ages, to help foster climbing and balancing skills. They are skilful at using large equipment, including operating various kinds of large wheeled vehicles, such as moving forward, reversing, turning around, and safely carrying a passenger. Children can show an awareness of the importance of staying healthy, often by pouring themselves a drink of water from a machine in the pre-school room.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are skilful at using their imagination through role play activities, often when spending time in the stimulating role play area. They are able to explore colour, and are encouraged to 'colour mix' during many art and craft activities. Children can respond in a variety of ways using their sense of touch and sight, including feeling and looking through many of the materials featured in the role play area. There are, however, limited opportunities for children to explore sound.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- enhance staff's knowledge and understanding of the early learning goals, the level of challenge set for the four-year-olds and the more able children, and the range of strategies used to help foster all of children's positive behaviour.
- regularly assess the strengths and weaknesses of the overall pre-school provision, and broaden the ways by which the provision for nursery education is evaluated and monitored
- further develop children's personal independence skills, their ability to write their own names, to attempt writing for a variety of purposes, and to link sounds and letters, also their ability to recognise numerals 1 to 9, to count reliably up to 10 everyday objects, and their understanding of simple addition and subtraction.
- extend the variety of planned and spontaneous activities to encourage all children to operate everyday technology items and their ability to explore sound, such as their ability to recognise repeated sounds and sound patterns.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.