



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 146017

DfES Number: 583202

INSPECTION DETAILS

Inspection Date	25/05/2004
Inspector Name	Lorraine Sparey

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Toybox Day Nursery
Setting Address	Odstock Road Salisbury Wiltshire SP2 8BJ

REGISTERED PROVIDER DETAILS

Name	Salisbury Health Care NHS Trust
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ORGANISATION DETAILS

Name	Salisbury Health Care NHS Trust
Address	Odstock Road Salisbury Wiltshire SP2 8BJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Toybox Day Nursery opened in 1988 and is a workplace nursery for staff employed by Salisbury Health Care NHS Trust and South Wiltshire Primary Care Trust. It operates from two purpose built units at Salisbury District Hospital. The children use eight playrooms and three separate sleep rooms, with a separate kitchen in each unit. There are toilet facilities in both units. There is a garden that surrounds the nursery unit that they use for outdoor play.

The nursery is registered to provide care for 105 children aged birth to five years. The registration does not include overnight care.

There are currently 112 children on roll, this includes 28 funded three year olds and 30 funded four year olds. The nursery supports children who have special needs and children who speak English as an additional language.

The nursery opens five days a week, 51 weeks a year from 07.00 to 18.00 Children attend for a variety of sessions

Twenty-four staff work full time and seven part time with the children, twenty-nine of whom have Early Years Qualifications, while others are on training programmes. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), and participates in the "Effective Early Learning Programme" Quality Assurance scheme.

How good is the Day Care?

Toybox Day Nursery provides good quality care for children.

The nursery offers a well maintained, welcoming child orientated environment. The staff make very good use of space & resources, providing good adult support, which results in children being confident and happy in their play. There is an excellent range of toys and equipment that support children's development, promoting their independence, and children can access them freely. There is comprehensive range

of policies and procedures covering all aspects of the provision, the staff induction is particularly thorough.

The staff provide a safe and secure environment, with effective security systems to keep children safe. The staff promote hand hygiene routines with the children, but some hygiene practices do not consider cross infection for example cleaning the baby toys or serving children's lunches in the nursery unit. Healthy meals and snacks are provided by the hospital kitchen. Children with special needs are well supported within the nursery, the staff demonstrate a good understanding of inclusion. The comprehensive child protection policy ensures staff have clear knowledge in protecting children.

The staff plan a range of stimulating activities and interesting play opportunities for all children. All staff show a genuine interest in playing and talking with the children. Staff use effective strategies in managing behaviour which the children respond well too, staff use praise and encouragement throughout the nursery. Children's behaviour is very good.

The staff develop good relationships with parents and keep them well informed on children's progress using a variety of methods, written diary sheets, informal discussions. The nursery has developed a parents committee to represent the views of all parents and influence decisions.

What has improved since the last inspection?

At the last inspection the setting agreed to devise a system for planning a suitable range of activities suitable for babies, ensure that staff wear indoor shoes or remove their shoes when entering the baby unit rooms and ensure there are monitors linked to the sleep rooms. They also agreed to draw up an action plan to provide a suitable environment for babies including the use of domestic furniture and ensure the housekeeper will meet food hygiene training requirements.

The setting has made very good progress since the last inspection in addressing all of the above the staff plan a range of play opportunities using the birth to three matters pack. All staff wear indoor shoes which ensure a hygienic environment and all sleep rooms have monitors linking directly to play rooms promoting children's safety while they are sleeping. The housekeeper has completed the food and hygiene course which ensures kitchen practices are hygienic.

What is being done well?

- The staff provide a range of stimulating activities. They use the birth to three matters pack in planning to ensure babies developmental needs are met. The older children have interesting opportunities for example a project on birds looked at bird houses, feeders and birds nests and they could make their own using a range of natural materials.
- The nursery provides a welcoming child-centred environment for all children, where the staff use the garden as an extension of the playrooms. All areas are bright and airy with children's creative displays in all rooms. Dual

language print and number lines are displayed in all areas to meet all childrens needs. Parents information boards are in both units. There is a broad range of toys and equipment in all playrooms that children can freely access.

- The staff demonstrate clear knowledge of the comprehensive behaviour management policy and procedures. They use effective strategies in managing behaviour including good use of praise and encouragement that the children respond well too. The children are well behaved showing consideration to the staff and their peers.

What needs to be improved?

- hygiene practices regarding the baby toys and food being served in the individual rooms within main nursery unit.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure good hygiene practices are in place regarding serving food in the individual play rooms and cleaning the baby toys

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

How effective is the nursery education?

Toybox Day Nursery provides high quality care for children. The children are making very good progress in all areas of learning.

The quality of teaching is very good. The staff have a good understanding of the Early Learning Goals and use this when they are recording observations and assessing the children's progress. The planning is adapted according to the age of the children and takes account of the next steps that individual children need to take. There is scope to extend planning for health and bodily awareness. The staff have a friendly relationship with the children, talking and listening to them and giving clear explanations. They use questions to make them think although they do not always take opportunities to encourage the children to calculate and problem solve. The staff manage behaviour well, discussing what is right and wrong and praising good behaviour. The nursery has an effective structure in place to care for children with special needs and is particularly good at meeting the needs of children with English as an additional language.

The leadership and management is very good. There is a clear and effective management structure and staff have a good understanding of their role. There is a full induction process, regular staff meetings and a strong commitment to the professional development of the staff. The nursery effectively monitors and evaluates the provision using both internal and external evaluation. Management and staff regularly reflect on the strengths and weaknesses of the provision and there is a strong commitment to improvement with an extensive action plan in place.

The partnership with parents is very good. They are well informed about the provision and their children's progress. They are aware of what their children are learning and see their records of progress on a regular basis. They are encouraged to share what they know about their children and are given ideas of how they can support the children's learning at home.

What is being done well?

- The children have good opportunities to recognise familiar words. The younger children have pictures to help them recognise their names on their pegs, drawers and table mats while the older children have opportunities to recognise the print by itself. There are many labels and signs around the nursery in different languages to help children, from all backgrounds, to recognise that print carries meaning.
- The children enjoy examining objects and living things, such as bugs, at first hand to find out about them. They are growing a variety of plants such as sunflowers and radishes and observing how they change and what they need to make them grow. They have had a visit from a local wildlife rescue organisation which gave them the opportunity to see animals such as a

hedgehog and a duckling.

- The children have excellent opportunities to express themselves through a wide range of materials, role play equipment and musical instruments. They have free access to arts and crafts materials at all times which they can experiment with. They also have constant access to musical instruments which they can use to explore sound and rhythm.
- The nursery uses effective methods to help children who have English as an additional language to make good progress. Each room has signs and words displayed in the language of the children such as the water area being labelled in Spanish as well as English. The staff work closely with the parents to ensure that they have a basic vocabulary in order to meet the needs of the children. There are resources relating to the countries, cultures and religions of all the children in order to help them feel welcome and to learn about the cultures and beliefs of others.

What needs to be improved?

- the opportunities for children to calculate and solve number problems
- the planning for activities to help children learn about health and bodily awareness.

What has improved since the last inspection?

There has been very good improvement since the last inspection.

The nursery now has extensive multicultural resources to allow children to handle objects from other cultures. Planning includes festivals from other countries and religions and there are many books relating to festivals around the world. The special needs policy complies with the new code of practice 2001 and covers inclusion, the meeting of individual needs and details of how the nursery will liaise with parents and other agencies. The equal opportunities policy relates directly to the children and how the nursery will encourage them to develop positive attitudes to cultural and gender diversity. The parents are now given detailed information about the six areas of learning and the Early Learning Goals. Planning directly related to the areas of learning is displayed in each room so that parents can see what their children are learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are curious and motivated to learn. They display high levels of involvement in activities. Most separate confidently from their carers and link up with others for support. They relate well to one another and to the staff. They are well behaved, are aware of the boundaries set and the need to take turns and to share. The children take pride in their achievements and the older children have many independent skills. The children are becoming aware of cultural and religious differences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children are confident speakers who initiate conversations and use language well in real and imaginary situations. They enjoy listening to stories and looking at books. The younger children can ascribe meaning to marks and many older children can write their names and other words using correctly formed letters. They have good opportunities to link sounds and letters and the numerous labels and signs around the nursery help them to understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children are interested in numbers and counting and use number language in their play. The younger children willingly attempt to count and the older children were observed to count to twenty. Most children are able to recognise numerals. They have a good awareness of shape and use size and positional language. They weigh and measure and experiment with capacity. The children have limited opportunities to do basic calculation and to solve number problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children examine objects and living things to find out about them. They are growing plants from seed and observing how they change. They have good opportunities to construct and build using a wide variety of materials. They regularly use ICT and know how to operate simple equipment. They have good opportunities to find out about the local environment and discuss where they live. They are gaining a good awareness of other cultures and beliefs through topics and extensive resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children move freely with pleasure and confidence. They enjoy moving in a variety of ways and are able to negotiate space successfully. They confidently use a variety of equipment to climb, scramble and slide and use small equipment to throw, kick and catch. They have increasing control when using tools and can use materials to achieve a planned effect. The children have a good awareness of their own needs but there is scope to extend activities relating to health and bodily awareness.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children have excellent opportunities to explore different media and materials and can freely express themselves through music, paint and craft materials. They have free access to musical instruments with which they can experiment and explore sounds and there is often music playing in the nursery. They enjoy role play and play well alongside one another in imaginative play. Older children are able to introduce a story line into their role play activities.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- continue to develop provision for mathematical development to ensure that the children have opportunities to calculate and solve number problems
- ensure planning for physical development includes health and bodily awareness.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.