



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY239643

DfES Number: 537041

### INSPECTION DETAILS

Inspection Date 25/02/2005  
Inspector Name Julie Youngman (TCCI)

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Toybox Day Nurseries Ltd  
Setting Address Saxon Local Centre  
Off Chambers Way  
Biggleswade  
Bedfordshire  
SG18 8AT

### REGISTERED PROVIDER DETAILS

Name Toybox Day Nurseries Ltd 0354718

### ORGANISATION DETAILS

Name Toybox Day Nurseries Ltd  
Address Saxon Local Centre  
Off Chambers Way  
Biggleswade  
Bedfordshire  
SG18 8AT

## 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

Toybox Day Nursery opened in October 2002. It operates from a purpose built facility located on the new development situated behind the Saxon Gate Leisure Centre on the outskirts of Biggleswade. The nursery is within walking distance of the town centre and provides easy access for commuting parents both from the A1M and the local train station.

The nursery is the second facility of the Toybox chain which is owned by Mrs Jacqueline Hayes. Mrs Hayes is the proprietor and director of the company. The sister nursery is located within Sandy.

The nursery is registered to provide care for a total of 112 children aged eight weeks to five years. It also has places for 30 five to eight-year-olds and 10 eight to twelve-year-olds in the before and after school and holiday club.

The nursery is open five days a week from 7.00 until 19.00 throughout the year.

At present the nursery is in receipt of government funding for 15 three-year-olds and two four-year-olds. These children are accommodated in three interlinked rooms with access to a paved and grassed outdoor area. None of these children have any special educational needs or speak English as an additional language.

Six full time staff work with the funded children. Five of these hold the following qualifications; Diploma in Nursery Nursing (NNEB), BTEC National Diploma in Childhood Studies, Cache Level 3 Certificate in Childminding Practice, National Vocational Qualification (NVQ) Level 2 working towards Level 3.

The nursery is a member of the National Day Nursery Association. It receives support from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Toybox Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Emphasis is placed on practical activities. Staff manage the children effectively and make good use of the nursery's accommodation. The new team is beginning to work well together and offers support and guidance to less experienced members of staff. Most staff have adequate knowledge and understanding of the Foundation Stage and the early learning goals. Some, however, have a less secure knowledge. Consequently some activities do not provide sufficient challenge for older and more able children. Short term plans do not identify clear learning intentions which results in an imbalance of activities across the six areas of learning. Assessment is good and completed regularly. Staff keep these assessments in development files alongside dated examples of children's work.

The leadership and management of the nursery are generally good. The new room supervisor has accurately identified aspects of the educational provision that need improving. Recently there have been a considerable number of changes of management personnel. Members of the new management structure are competent and keen to establish good practice and to

improve the educational programme. Although regular staff appraisals take place, training needs are not sufficiently met.

The partnership with parents is generally good. Daily contact as they arrive and leave the nursery provides parents with opportunities to share information about their child's needs and progress. Formal parents evenings take place twice a year. Parents value the staff's approachable and helpful manner. They also receive some general information about their child's day in the daily diary. Parents receive insufficient information about the Foundation Stage and the nursery's educational provision.

### What is being done well?

- The staff make good use of practical activities to further children's learning. They use the accommodation effectively
- The children benefit from the input of a sports specialist who provides worthwhile activities that promote their physical development. Their levels of co-ordination and control are good
- Staff consistently praise and encourage children's good behaviour. They provide calm and clear explanations to help children understand right and wrong
- The children play cooperatively together, take turns and share resources

amicably. They are developing good concentration skills

- Assessment and record keeping of children's progress is good.

#### **What needs to be improved?**

- short term planning so that plans include clear learning intentions and cover all aspects of learning
- the staff's knowledge and understanding of the Foundation Stage and the early learning goals
- information given to parents about the education provision of the nursery
- content and display of books
- the provision of meaningful print and labelling in the learning environment.

#### **What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Relationships between children and adults are relaxed and friendly. Children respond positively to the consistent expectations of staff and behaviour is good. They willingly share resources and take turns. They are not encouraged to independently select their own resources. Children have good concentration skills and become involved in their chosen activity. Limited opportunities impede children's knowledge and understanding of other people's needs, cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers who engage easily in conversation with each other and adults. They are learning to read and write their names. There is however, limited print and labelling in the learning environment. Children enjoy listening to stories and discussing the content whereby they increase their vocabulary. The book area is uninviting and overcrowded. There are few factual books and books that reflect the diversity of society.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count to 10 and beyond and enjoy using their counting skills in practical contexts. Most staff make good use of practical activities to promote children's ability to sort, match and compare objects. Children learn about capacity, shape, size and position during their play with water, sand and playdough. They recognise patterns in pictures and in nature. Some staff miss opportunities to further children's development in this area of learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are learning about the natural world and their environment through an interesting range of topic-based activities. They know about significant events in their lives such as Christmas, Remembrance Day and Mothering Sunday. However, their knowledge of other beliefs and cultures is limited. They are becoming skilful at using the computer. Children have few opportunities to develop their knowledge of techniques and resources to use when joining materials together.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children benefit from weekly sessions with an instructor who delivers a well planned programme for physical development. He provides good quality, worthwhile activities that develop their jumping and manoeuvring skills and increases their levels of coordination and control. Children are adept at handling small world toys, tools and cutlery. They are able to control the computer mouse with increasing dexterity. Children can effectively mould the playdough.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore a variety of materials of different textures, colours and shape to create interesting pictures. They have opportunities to learn such techniques as marbling and splatter painting. Staff value their creations and display them attractively in their learning environment. The resources in the home corner do not encourage role play. Children use their imagination and communicate ideas when they make up stories during their play with small world toys.

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

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- the short term plans so they clearly identify what children are intended to learn and provide balanced coverage of all six areas of learning
- staff's knowledge and understanding of the Foundation Stage and the early learning goals
- information to parents about the education provision of the nursery
- meaningful print and labelling in the learning environment.

*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.*