



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 219271

DfES Number: 594203

INSPECTION DETAILS

Inspection Date 24/11/2003
Inspector Name Margaret Coyne

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Toybox Day Nursery
Setting Address 7 Medusa Way
 Sandy
 Bedfordshire
 SG19 1TH

REGISTERED PROVIDER DETAILS

Name Mrs Jacqueline Hayes

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

Toy Box Day Nursery opened in 1998. It is a purpose built facility situated within the grounds of Sandy Upper School and Community Collage. The nursery is within walking distance of the town centre and serves the local community and other areas.

There are currently 104 children from 0 to 5 years on roll. This includes 11 funded 3 year olds and 1 funded 4 year old. The nursery is also registered to provide after school care for children from 5 to 8 years. The setting currently supports a number of children with special needs.

The nursery is open for five days a week all year around, except bank holidays and is open from 07.00 to 19.00. Children attend for a variety of sessions.

There are 22 members of staff working in the nursery, of whom 2 are part time. Over half the staff have an early years qualification to NVQ level 2 or 3 or NNEB. There are 7 members of staff currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Toy Box Day Nursery provides a good standard of care for children. All aspects of the provision are well organised and staff are deployed effectively throughout the nursery. Staff have a high regard to the policies and procedures that they understand and implement consistently. However the nursery needs to include a procedure to detail what they will do in the event of any allegations made against them.

High priority is given to children's safety both in and out of the nursery. However extra care must be taken to ensure that the garden is checked thoroughly before the children use it. Equal opportunities is an area which has been well thought out and implemented with the children. Children with special needs are well supported and included in all activities. There are effective key worker systems throughout the

nursery these enable staff to establish supportive relationships with the children and parents. This is particularly effective in the baby room with a consistent staff team working directly with the children. Meals at the nursery are of high quality, the menu is varied and nutritious with a choice for those who require it.

In all areas staff plan a stimulating range of activities which the children happily take part in. They play confidently, independently or with support. There is a wide range and balance of stimulating and challenging toys and equipment for children to access. Good use is made of the garden and the children have a range of outdoor equipment to choose from. Most children are well behaved and respond positively to direction from staff.

The nursery has developed a supportive partnership with parents and carers. They are kept informed of their child's progress through daily communication books and have access to their child's records at open evenings or by request. Staff are approachable and friendly, sharing information verbally with parents each day.

What has improved since the last inspection?

At the last inspection the provider agreed to ensure the outdoor play area is adequately resourced for the number of children using it, to ensure the premises are clean and well maintained, to demonstrate how the sleep charts can be monitored, to ensure the no smoking policy is reviewed, to demonstrate how children over two years can independently access resources, to demonstrate how the procedure to monitor the maintenance and safety of toys is carried out, to ensure all first aid boxes are adequately stocked, to demonstrate how the planning for the over three's support the six areas of learning, to ensure the cots are maintained in a good state of repair and to show how the resources to reflect equal opportunity are made available in the nursery.

The children now use the garden in small numbers and also have access to the school playing fields. There are suitable resources available for the children. Check lists for cleaning and maintenance have been implemented throughout the nursery, extra cleaning staff have been employed and some areas have been freshly painted. Sleep charts are monitored using the clock in the nursery for consistency and these are checked by the room supervisors and managers. The no smoking policy has been reviewed and amended. New storage equipment has been purchased and is available in the rooms for children to access toys independently. Safety and maintenance checklists have been introduced and implemented for toys and equipment. First aid boxes are well stocked and checked weekly including use by dates on all items. New planning has been implemented for the pre-school room to cover all areas of learning . This is currently being reviewed. Cots and mattress have been replaced where required and included on the safety check lists. A good range of resources are now in place to reflect positive images of all areas regarding equal opportunity.

What is being done well?

- The management of the day nursery, with effective use of the policies and

procedures and the staff deployment to ensure children have a consistent approach to their care.

- The range of interesting and stimulating activities that the children enjoy and can access independently and the high level of support from staff in all areas to ensure children are challenged.
- Children relate well to each other and staff. They play happily alone or in small groups. Most children are confident and their feelings of security are fostered by staff. Staff respond to children's interests and give praise and encouragement at all times.
- All records and documentation are well kept, accessible and confidential. Extra information has been included to ensure the safety of the children with checklists for toys and equipment, a comprehensive risk assessment and a well presented record for allergies and intolerances.
- Staff work in partnership with parents and are friendly and approachable. Systems are in place to share information with parents about their child's progress in the nursery.

What needs to be improved?

- the system to ensure staff check the outdoor area before children gain access
- the procedure to follow with regard to any allegations made against the nursery or a member of staff.

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
6	Make sure that containers in the garden filled with rain water are inaccessible to the children

13	Ensure a written statement is included in the child protection policy with regard to procedures to follow in the event of any allegations against a member of staff or the nursery.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at Toy Box Day Nursery is good. It enables children to make very good progress towards the early learning goals in their personal, social and emotional development, knowledge and understanding of the world and creative development and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff plan a variety of practical activities and have an understanding of what the children can learn from them. However planning should be reviewed to ensure activities are linked to the stepping-stones. Children's assessments take account of the stepping-stones and staff use these for future planning. Resources are well organised to increase children's independence. Staff develop children's language and listening skills, using open-ended questions to encourage children to join in conversations. Activities could be further extended in mathematical development and literacy. Good systems are in place to support children with special educational needs. A wide range of purposeful activities and opportunities are provided to encourage children to explore and express themselves through play. Children are confident and secure, interacting well with staff and other children. Children behave well and respond to staff direction.

Leadership and management are very good. The nursery benefits from a dedicated management team who work closely with a committed staff team. They have a consistent approach to all aspects of their work. The manager delegates and involves staff in different areas giving staff an active role in providing an effective educational programme.

The partnership with parents and carers is generally good. Parents are given the opportunity to talk informally with staff and attend open evenings to obtain details of their child's progress. However there is insufficient information available to parents to keep them informed of activities to enable them to support and extend learning at home.

What is being done well?

- Children's curiosity and imagination is skilfully developed as they explore self-selected activities such as the computer and home room. They work and play independently and are well supported by staff.
- Children's personal, social and emotional development is given high priority to enable the children to feel settled, happy and confident in the group. Children's independence is skilfully fostered by the staff.
- Children are confident speakers and listeners, they use language to express themselves and interact with other children and adults.

- Staff have developed effective assessment systems which clearly show children's progress in the foundation stage and these are used to develop future plans and targets for children's learning.

What needs to be improved?

- the opportunities for children to make marks and write using a range of tools
- sufficient opportunity for children to use their mathematical learning for problem solving and to use numbers in everyday situations
- the planning to accurately reflect the range of learning the staff make available to the children and to ensure parents receive sufficient information to extend and support this learning at home.

What has improved since the last inspection?

The nursery has made generally good progress since the last inspection. The provision for mathematics has improved in some areas but children would benefit from more adult support to solve problems and to use counting in everyday situations. Children explore sound through the use of musical instruments and with the music teacher. Their listening skills are well developed. Children have regular opportunities to create free and expressive art and craft work using their own initiative. Their work is displayed to give children a sense of pride and develop self-esteem. Planning is an area which is being developed and the aims and objectives are now included in the current plans. Outdoor play activities are included in planning indicating specific learning outcomes and include areas such as gardening, seasonal changes and physical play.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have developed good relationships with each other and adults in the group. They show great pride in the work they produce, behaviour is very good and children are aware of what is expected of them. Children are confident, happy and relaxed, they have developed good independence skills as they select activities, pour drinks and put their coats on. Children are co-operative with each other and played well in small groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use a range of language to express themselves and develop complex story lines in role-play and imaginative situations. Children listen to stories and join in, introducing their own endings to favourite stories. Older children are able to resolve arguments using speech and made clear statements of ownership when challenged over the computer. They have awareness that print carries meaning and recognise their own names. There are limited opportunities for children to make marks and write.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing an awareness of number, they can relate the name to the number when playing darts and gain a basic awareness of counting and calculation. However there are missed opportunities for children to use numbers in everyday situations and problem solving. Staff introduce children to mathematical language through planned and spontaneous activities and provide opportunities to use weighing and measuring in a variety of ways. Children have an awareness of different shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children take part in activities, which develop an interest in the world around them. They regularly take walks in the local area and enjoy visits from 'people who help us'. Children learn about different cultures and beliefs through a range of activities. They show curiosity about natural objects and grow vegetables and flowers in the garden. Children care for living things, including a fish and rabbit. There are regular opportunities to use information technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children's climbing and balancing skills are well developed. They use a range of items to develop small and large motor skills, for example when peddling bikes, threading beads and using grippers. Staff support and advise the children about keeping safe and healthy and take part in activities such as looking at blood pressure and first aid. Children enthusiastically take part in songs and sing with great gusto and volume. Few opportunities were provided for children to use tools to construct.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy using the texture table, developing their own ideas and techniques for collages and pictures. They can take part in music and movement sessions with a visiting music teacher and use a range of musical instruments. Children are enthusiastic singers and enjoy song and rhyme. Children's imagination is well developed within role-play situations which are well supported by staff. They use their hands and bodies well to express their feelings.

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

- increase opportunities for children to write and make marks
- increase opportunities for children to use their mathematical learning to solve problems and to use counting in everyday situations
- improve planning to accurately reflect the range of learning the staff make available to the children, linking into the early learning goals and accessible to parents

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.