

Toybox Pre School Group

Inspection report for early years provision

Unique reference number	251699
Inspection date	26/11/2010
Inspector	Susan Rogers

Setting address	Sports Field, Handford Hall Primary School, 44 Gatacre Road, Ipswich, Suffolk, IP1 2LQ
Telephone number	01473 216477
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Toybox Pre-School Group is run by a voluntary management committee. It was registered in 1991 and in 2010 the group moved into new, purpose built premises in the grounds of Hanford Hall Primary School in Ipswich, Suffolk. Children have access to ground floor accommodation that includes a playroom, secure outdoor area and children's toilets. A maximum of 28 children aged under eight years may attend the setting at any one time. The setting currently takes children from two to five years of age. The setting is open Monday to Friday from 8.45am to 3.30pm term time only. Children attend for a variety of sessions.

There are currently 48 children on roll who are within the early years age group. The setting is in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are eight members of staff, including the manager, who work with the children, seven of whom have an appropriate early years qualification. Of these, five hold a level 3 qualification, one holds a level 2 qualification and one is currently working towards a level 6 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children progress well in this safe and welcoming setting where they are cared for by knowledgeable and committed staff. The setting promotes children's independence very well through a range of carefully planned activities thereby encouraging children to be socially independent. Partnership with parents and carers is developing well and parents respond positively to the support provided by staff. Inclusive practice is promoted effectively through staff skilfully meeting children's individual needs and working closely with other agencies. Policies and procedures are mostly effective in protecting children and are regularly reviewed. The setting demonstrates a good capacity for continuous improvement and the management team are constantly evaluating and identifying further areas for development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessments which clearly states when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation).
- 20/12/2010

To further improve the early years provision the registered person should:

- extend the use of assessment in the cycle of planning and review to ensure clear identification of how activities will promote individual children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their roles and responsibilities in keeping children safe. Safeguarding policies and procedures are comprehensive and senior staff have completed relevant child protection training. Daily check lists are completed to ensure that equipment and premises are safe and an in-depth risk assessment has been compiled to further detail any potential risks. However, the record of the risk assessment does not include information on when it was carried out, by whom and the date of review, which is required by the Early Years Foundation Stage. The premises are warm and welcoming, with children having ready access to the outdoors promoting a free-flow play environment. Staff are organised effectively throughout the premises supporting and supervising children's activities, ensuring that they are safe. A thorough recruitment and vetting process is in place making sure that all staff are suitable to work with children. Staff are well supported in their role through the strong management team, who enable them to pursue additional training and progress with their professional qualifications.

Partnership with parents and carers is very good. Staff skilfully support the family as a whole. They encourage parents and carers to become involved in their child's learning through discussions and sharing of their child's assessments and observations. Staff, parents and carers work well together to build an 'all about me' folder for their child and parents have access to their child's learning journey records. Parents and carers are informed of children's daily activities, menus and local support agencies through a range of information displayed in the entrance hall. In addition they have regular discussions with key workers and receive detailed newsletters. Staff value the input provided by parents and carers and use the information well to ensure individual children's welfare and development needs are met.

The setting supports children who speak English as an additional language very well. Staff work closely with their parents and learn some key words in the child's first language so they can communicate more effectively, thus promoting children's confidence. Children with special educational needs and/or disabilities are also very well supported. Staff are skilled at working alongside additional agencies and supporting both children and their families. Staff engage in additional training to ensure they have the skills to support children's specific needs. Effective leadership, together with staff's commitment towards measuring the effectiveness of the setting, promotes change and improvements that reflect the needs of the children. Children, parents, carers and other agencies are consulted, ensuring that

improvements to the setting are ongoing. Children are well supported as they move from the setting to a variety of mainstream school settings, promoting their self-esteem, confidence and continuity of care. A good equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can regardless of their background.

The quality and standards of the early years provision and outcomes for children

Children's learning is well promoted through a wide range of predominantly child-led play, which is well supported by skilled staff. Adults have a good understanding of the Early Years Foundation Stage framework. They confidently support children's learning through explanations and being responsive to children's play preferences. Children gain a good awareness of the world around them through explanations, images and resources that reflect diversity. They learn about the roles that adults have in society through visits from the community police officer and dentist. Children work together, problem solving and learning how to attach magnets as they put together a train track. They explore the world around them as they collect leaves and natural objects for the adjoining playing fields and enjoy more vigorous activities whilst using the outdoor area. Older children enjoy the challenge of riding larger bikes with stabilisers and younger children learn how to pedal smaller tricycles and cars. Children's physical skills are extended as they spread glue and glitter, use paint and explore volume whilst using measuring equipment. They explore different textures that include gel, sand and water which helps them develop their communication skills as they describe what they see and feel.

Story time is effectively organised and engages children well as staff use the resources from story sacks to add further understanding and encourage children's involvement. Children's use of number and calculation is promoted as staff encourage children to count whilst they play and appreciate what happens when a number is added to or subtracted from. The programme for promoting children's independence is very good and utilises a range of pictorial prompts, sensitive support and careful planning. For example, children confidently spread cheese onto biscuits, pour their own drinks and learn how to put a straw into their carton of milk. They are considerate of other children's needs and are starting to include each other in their play activities as they talk to one another and play alongside others. They help to tidy away at the end of each session and take pride in their independence as they wash their hands before meals and snacks. As a result children are learning important skills for the future.

Children learn about a healthy lifestyle as they enjoy nutritious snacks that include fruit, raw vegetables, milk and water. Staff provide advice for parents and carers on the contents of their child's lunch boxes. Children are able to access water freely throughout the session, which ensures they remain hydrated. Registration time is used effectively to encourage children to recognise their names. For example, children collect their name and place it on a board as they enter setting and before they enjoy their snack. The system for recording children's progress in their individual learning journey records effectively uses observations and

assessments which are matched against each area of learning. Staff then use this to identify how children can progress to their next steps. These assessments, however, do not effectively inform the planning process to ensure individual children progress towards the early learning goals during each activity.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met