

# Toybox

Inspection report for early years provision

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**Unique reference number** EY259841  
**Inspection date** 21/12/2010  
**Inspector** Ingrid Szczerban

**Setting address** 11 Market Street, Wakefield, West Yorkshire, WF1 1DD

**Telephone number** 01924 201010

**Email**

**Type of setting** Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

Toybox Private Day Nursery was registered in 2003. It is situated in the centre of Wakefield, West Yorkshire and is privately owned. There are six play rooms. Three are located within the main building and there are three purpose-built log cabins within the grounds, one of which is available for after school care. Enclosed outdoor play areas are available to all children and there is disabled access to the nursery.

The nursery is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the childcare register to care for 101 children, aged from birth to eight years. At present there are 95 children on-roll, 30 of whom are in receipt of education funding.

Opening times are Monday to Friday, from 6.30am to 6.30pm, throughout the year, closing for one week at Christmas and Bank Holidays. There are 19 members of staff and six long term students. All the permanent staff hold at least a Level 3 qualification. Three have a Level 4 qualification and two are currently working towards a degree. The provision receives regular support from the Local Authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Good attention is given to meeting the individual learning and development needs of children. They take part in an extensive range of activities and make good progress in all areas of learning. Inclusive practice is promoted very well and children are valued and respected as individuals. There are robust systems in place to promote the welfare needs of children. Relationships with parents, carers and links with external agencies are second to none. The provider assesses the effectiveness of the setting very well and areas for improvement are accurately identified. A very good capacity to continuously drive improvement is demonstrated in order to ensure that outcomes for children develop positively.

## **What steps need to be taken to improve provision further?**

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

- provide comfortable adult seating in the baby room

## **The effectiveness of leadership and management of the early years provision**

Effective safeguarding procedures and practices ensure that children are well protected. The staff team are appropriately vetted and strict procedures are enforced to ensure that any staff who are awaiting checks, never have sole charge

of children. Three of the staff have completed training in safeguarding children and all staff hold current first aid certificates. Risk assessments are effectively implemented. There are good security systems in operation. All visitors are recorded and webcams are installed in the playrooms. Comprehensive policies and procedures are routinely reviewed, signed and updated when needed and all necessary written consents are obtained from parents.

Systems in place to keep children healthy are good. The rooms are clean and well maintained. All resources are disinfected on a rota basis. Good hygiene practice is followed by children in bathrooms and by staff when they prepare and serve food. All accidents to children are recorded and are countersigned by parents, including injuries which are sustained at home.

Effective leadership and management in the nursery results in a well-skilled and confident staff team which implements the requirements of the Early Years Foundation Stage well. The staff are deployed effectively to meet the needs of children. Children safely choose their toys and games which are all stored at their height, so they are autonomous and confident. All resources used by children are of high quality, suitably challenging and appropriate to their ages and stages of development. However, no comfortable adult seating is available in the baby room to create a welcoming environment for parents and to give staff the proper support when they nurse children.

Relationships with parents, carers and links with external agencies, are second to none. Parents are very much partners in their child's learning. Innovative practice, such as providing webcams for parents to watch their child at any time and sending home children's development records each month, ensures exceptional continuity between settings. Parents receive extensive information about policies and procedures. Regular newsletters includes information about forthcoming themes and ideas about how parents can support learning at home. Parents evenings are held regularly so that in-depth discussions with their child's key person can take place. Links with external agencies are successful in promoting very positive outcomes for children. These include visits from advisory teachers, head teachers from local schools and a special educational needs advisor. There is an excellent commitment to inclusion. Children with learning difficulties are supported extremely well and make rapid progress. Specialist workers work alongside the nursery staff to give advice and practical help. Their key person provides daily written feedback for parents and individual educational plans are followed. High quality displays and resources reflect the users of the setting and the wider world. The customs, music and food of all cultures are celebrated with children so they learn to value their own way of life and those of others.

The leadership and management of the nursery is good. The owners/managers work within the setting and ongoing training for themselves and the staff team is prioritised. The systems for evaluating the service include the staff, the parents, the children and the early years advisors. Funding for improving the nursery has been secured and work to re-decorate and to provide a children's bathroom on the first floor, is scheduled to commence next month. Staff are enthusiastic and highly motivated to constantly improve outcomes for the children. For instance, all the rooms now have sensory areas and a separate sensory room has been created.

This helps children to settle well and gives them the opportunity of exploring with their senses. The recommendations raised at the last inspection have been fully implemented to improve outcomes for children.

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

The children make good progress in their learning and development and there are good systems in place to ensure that the six learning areas are consistently covered. Observation and assessment records are made by the children's key person. These include what children are interested in, what they are learning, and their next steps for progression. Detailed information is gathered from parents before children start so that staff can plan suitable activities on admission. Weekly plans of activities are informed by observing children to reflect the direction that they wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas.

Effective practices are employed to ensure that children learn how to keep themselves safe. For instance, children know to sit at the table when they use scissors and they learn about fire safety because they regularly practise the fire drill. Visitors such as nurses, police and fire officers deepen children's understanding of how to remain safe.

Through discussions, weekly involvement in food preparation and themed topics on food, children learn very well about healthy eating. They grow fruit and vegetables and they go on trips to pick strawberries and help to make strawberry ice cream. They are given fresh fruit and vegetables each day and eat with good appetites. The menus are balanced and nutritious. Children try foods from around the world inline with festivals. Healthy lifestyles are promoted and outdoor play is a regular feature of the routine. A wide range of equipment is used by children to practise their physical skills, such as rockers, slides, wheeled toys, tunnels and small climbing frames. The staff make sure that toddlers and babies have plenty of free space to move around in the playrooms and they clap enthusiastically as children practise their newly-found walking skills. These activities build coordination, muscle tone and children learn what their bodies can do.

Children communicate well. Babies use facial expressions, sounds and gestures to convey their meaning and staff respond with enthusiasm to further their language development. Children like to look at books and listen attentively at story and singing time. They talk to the staff and to their peers and engage in conversations as they play. For instance, two children using the computer give each other advice saying 'you have to move it (the cursor) this way and then click'. The staff support children well as they play. They are polite and respectful and this is mirrored by the children. Children have a good sense of belonging in the setting and have friends they like to play with. The children receive plenty of praise, encouragement and cuddles from staff and they are all confident and happy. Children love to practise their writing skills they recognise familiar letters and some can write their own name. The staff support this activity well by teaching the correct way to form letters and praising children's efforts.

Children engage in a multitude of creative activities such as painting, cutting and sticking and role play. Their art work is prominently displayed which enhances their self-esteem and shows that their work is valued by adults. The children find out about the world around them and each others lives. They talk about and draw pictures of their house and who lives there. Using their senses babies explore the properties of fake snow sprinkled with glitter by feeling it with their hands and having a taste. They are captivated in looking at a fibre optic sphere which is lit up and suspended from the ceiling and they like to pass their fingers across the soft plastic strands.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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## **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