

Toybox Nursery

Inspection report for early years provision

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Inspector Elaine Douglas

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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*.

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Description of the setting

Toy Box Day Nursery is privately owned. It opened in 1991 and operates from a converted three bedroom house, situated near to the town centre of Yeovil, Somerset. Children have use of two main play rooms, toilets and changing facilities downstairs, and an upstairs room for sleeping. An office and staff facilities are also situated upstairs. Children have access to a secure enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm, all year except for approximately two weeks over the Christmas period.

The nursery is registered on the Early Years Register. A maximum of 18 children may attend the nursery at any one time. There are currently 43 children under five years on roll, some in part-time places. The nursery currently supports children who speak English as an additional language.

The owner employs five members of staff. This includes an overall manager who holds a level 4 early years qualification. The owner and two staff hold a level 3 early years qualification and one holds a level 2. One member of staff is working towards a level 2 qualification. There is also a temporary member of staff gaining work experience, who holds a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a very good awareness of the Early Years Foundation Stage and implement it very effectively to meet children's learning and welfare needs. Most procedures ensure that good information is exchanged with parents and good partnerships with other providers helps to ensure that children's individual needs are met. Children are kept safe and secure, and the majority are developing a healthy lifestyle. Good leadership and management promotes a shared commitment to self-evaluation, in order to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- improve children's awareness of healthy practices with particular regard for toileting routines
- extend the information shared with parents to include children's next steps in learning.

The effectiveness of leadership and management of the early years provision

Children remain safe and secure on the premises through good security and supervision. All staff have been trained in safeguarding children and good documentation provides further guidance. Very good risk assessments are displayed and carried out in all areas, and daily checks are carried out prior to the children arriving. This ensures that equipment, such as door jammers, are in place to minimise risks to children. Accidents and incidents are well recorded and assessed to check any patterns or hazards. Sleeping children are regularly monitored and always have an adult nearby. Good procedures help to ensure the suitability of all staff. Good behaviour management procedures are consistently implemented by staff.

Bi-annual consultation days provide opportunities for parents to discuss children's settling-in and transition to school. Parents can arrange to meet with their child's key person at any other time. They have good opportunities to see all the policies and procedures, and the last inspection report. Parents are encouraged to be involved in the setting to share their talents and support learning. Parents with children under one year receive daily feedback on their children's routines and personal care. Menus are displayed along with information on their child's key person. Different forms of communication are used to meet the needs of all parents, such as written, verbal and emails. Parents particularly comment on the approachable staff and welcoming environment. However, parents do not currently receive information on the planned next stages for their child's development, in order to support their learning at home. Good links with other providers ensure consistency in supporting children for whom they share care.

Bilingual children are very effectively supported and their culture is valued, promoting their self-esteem and the children's awareness of people's differences. For example, parents attend to help celebrate their cultural festivals and provide clothes for role-play. A wide range of resources are effectively deployed both inside and outside to enable children to be independent learners. Low-level containers enable children of all ages and abilities to make choices. Children sleep and nappies are changed according to children's individual needs.

Many changes have been implemented since the last inspection. All policies and procedures have been reviewed annually to ensure they remain appropriate. Planning now focuses on children's interests and the assessment system clearly identifies children's development. The garden has been developed, with safety matting, to improve access throughout the year. The new appraisal system encourages staff to evaluate their own practice and set actions of their development. Staff have been given greater responsibility and have a shared commitment to providing good quality care and learning. An effective system is in place to keep resources clean, especially with babies. This was a recommendation at the previous inspection. Colour-coded cloths are used for cleaning to prevent cross contamination and the setting has obtained a five-star rating for food hygiene. The use of self-evaluation is currently being extended to cover all areas of

the provision and helps to ensure continuous improvement.

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

Children have good opportunities to express their views and share special occasions. Consequently, they are happy and confident in the nursery. They are encouraged to listen to each other and are supported in being well mannered and thoughtful. Photographs of the children engaging in activities promote their self-esteem and prompt conversations about their learning. Children of all ages have good access to books and ICT equipment. For example, children grow their own vegetables and use a digital camera to keep a record of their growth. Two children using the computer access a programme of teddies racing; this initiates them going outside and engaging in their own races. Good science resources are available for them to study bugs and the natural environment.

Children are inquisitive and staff respond well to their questions. For example, one child is interested in why the scissors are all different. Staff explain that trainer scissors are for children who need help, one colour handle is for right-handed people and the other is for left-handed people. Babies confidently explore their surroundings and access a range of activities inside and outside. For example, one enjoys making marks in paint, while another follows a ball intently as it rolls down pipes. Older and more able children develop good independence through daily routines and activities. For example, they sharpen pencils and work out how much cutlery they need for the children on their table.

Staff provide good interaction and a very good balance between child-initiated and adult-led activities. The new assessment system clearly links children's learning to the early learning goals and is effectively used to identify their next stages of development. These are checked every week to ensure they are included in the planning. This means children make good progress and no child is disadvantaged. The focus on promoting children's learning through their interests means children display concentration and remain at activities until they have completed them to their own satisfaction.

Children develop good healthy practices through their daily routines. They all have daily opportunities to be outside and dress appropriately for the weather. They enjoy a wide range of freshly cooked meals, for example home-made chicken pie and vegetables, and home-grown rhubarb crumble. Children know to wash their hands before eating and after using the toilet. Cooking activities are used to promote children's awareness of healthy eating and hygiene practices. They are aware that the adults too must follow good hand washing procedures. However, some children are less aware of hygiene procedures when using the toilet, such as using toilet tissue and flushing it. Babies and toddlers are protected by good nappy changing procedures. Children learn about road safety and stranger danger, which is supported by a visit from the local police. Plans are in place to get the older and more able children involved in assessing risks for themselves.

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
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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

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