

# Toggles Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	958374
<b>Inspection date</b>	28/09/2011
<b>Inspector</b>	Rebecca Hurst

<b>Setting address</b>	2a Lebanon Road, Croydon, Surrey, CR0 6UR
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<b>Type of setting</b>	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.

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

Toggles Day Nursery is privately owned by an individual provider and opened in 2001. It operates from a converted single storey building within the Croydon area. The nursery is open from 8am to 6pm, Monday to Friday for 51 weeks of the year.

Toggles Day Nursery may care for no more than 20 children in the early years age group; not more than three may be under two years at any one time. There are currently 24 children on roll and the nursery receives funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There are five members of staff who work with the children. Of these, all have relevant childcare qualifications. The setting receives support from the Local Authority through an early years advisor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they learn and develop at a good pace. Staff's knowledge and skills help to provide children with a good range of activities which encourages them to become clear and critical thinkers and to extend their learning. Policies and procedures are well written; staff have a good knowledge of them and mostly implement them well to support and protect children. Records are generally well maintained and assist with the monitoring of the effectiveness of the provision. There is a breach of welfare requirements as the medicine records do not contain the correct information. The provider understands the importance of evaluating the provision to improve the services it provides to the children and to the parents.

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

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

- implement an effective policy on administering medicines by improving the details that are recorded on the medication forms to show what the medicines are for and when they were administered.
- 28/10/2011

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

- consider ways to fully enhance the development of children's independence skills during meal times and through free flow to the outside areas

- update improvement plans to show up to date areas being worked on to bring about best outcomes for children.

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

The staff all have a good understanding of child protection and how to safeguard the children in their care. All staff have Criminal Records Bureau checks in place and good systems are in place to check that staff are suitable to work with children. Regular fire drills are in place and are evaluated to enable the children to be safe during an emergency. Risk assessments and daily checks also contribute to the good safety measures to enable the children to play in a safe environment. There is a breach of welfare requirements, as the medicine forms do not contain the correct information.

Resources are arranged well to allow the children independent access to them. There are a good amount of resources to promote children's learning about equality and diversity. Staff take into account the children's own backgrounds and use these to plan meaningful activities to teach them about the different festivals and celebrations from around the world. Staff attend regular training sessions which enables them to stay up to date with any changes in legislation and keep up to date with how to plan and observe the children. Staff have also recently completed child protection courses.

Staff have a good working relationship with the parents. The nursery provides regular developmental reports to show the progress the children are making. A good amount of information is provided to show the parents what the children are participating in during the nursery day. Staff also carry out reports for the schools the children will be moving onto. They also work closely with the local early years team to aid their learning and development for the staff. All staff are fully aware of the setting's strengths and what areas they wish to work on; however, the action plans in place are two years out of date, and currently do not show how parents are involved in the self-evaluation process. As a result, the setting is not fully responsive to its users.

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

The children are happy and settled whilst they attend the setting. Staff are on hand to offer cuddles of reassurance to the children to enable them to feel safe and secure while they settle into the nursery. Children are well supervised when moving around the setting and the good use of stair gates ensures children are not able to get into areas which are unsafe, without an adult present. This further enhances the children's safety.

Children are making good progress towards the early learning goals. They are supported by a well informed staff team who have a secure understanding of how

children in the early years age group develop and learn. Staff plan activities that cover all of the six areas of learning and comprehensively support children's understanding of a range of challenging ideas. Planning for the children integrates a good mix of activities to promote the children's next steps of learning and resources are laid out for the children to explore. The staff complete detailed observations, which are used to monitor children's progress.

Good hygiene procedures are in place to protect the children from cross infection and contamination. At mealtimes the older children serve themselves their own meals, however, there are missed opportunities to fully enhance all of the children's independence skills, as staff pour drinks and serve the younger children their meals. Children benefit from nutritious and healthy meals which are freshly cooked on the premises. Children's special dietary requirements are taken into account when planning these. This enables all the children to thrive whilst they attend the nursery. There are further missed opportunities, as children currently do not free flow into the garden to fully enhance their learning experiences.

Staff are consistent with their approach to behaviour management and given the children's ages and stages of development, they are well behaved. Staff use descriptive language with the children, to aid them to think about what they are doing and how to problem solve during activities, such as building bricks, playing doctors in the role play area and exploring sand play. This enables the children to develop their skills for the future. Staff warmly praise all efforts which helps children to develop the confidence to express their own ideas and to try new challenges.

## 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	3
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

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