

Toots Day Nursery

Inspection report for early years provision

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Inspector Anita Clifford

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Type of setting Childcare - Non-Domestic

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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

Toots Day Nursery opened in 1990 and is privately owned. The nursery operates from three rooms in purpose-built premises in Tooting, in the Borough of Wandsworth. There are three separate enclosed garden areas for outdoor play. The nursery serves the local community. It is open each weekday from 8am to 6pm for 51 weeks of the year. It is registered on the Early Years Register to care for a maximum of 42 children at any one time. There are currently 51 children on roll within the early years age range. The nursery receives funding to provide free early education to children aged three and four years. It currently supports children who are learning English as an additional language.

The nursery employs 20 staff of whom 17 hold appropriate early years qualifications, including the managers. The nursery receives support from the local authority early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning in this stimulating environment where staff generally use resources effectively. Most health and safety procedures work well in practice to successfully promote children's welfare. Children develop excellent relationships with their key persons who have a good understanding of individual needs. Partnerships with parents and other professionals are good. Effective improvements are in place following the last inspection and staff have a positive approach to continuous improvement.

What steps need to be taken to improve provision further?

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

- include in the risk assessment anything with which a child may come into contact, such as broken equipment in the garden
- improve access to the outside space by linking the indoor and outdoor environments, where possible, so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

The management and staff team show a thorough understanding of safeguarding children procedures. Staff are subject to rigorous vetting procedures and there is a strict policy banning the use of mobile phones on site. There are designated staff

responsible for first aid and they promptly deal with any accidents and concerns. There are robust fire procedures in place, including a thorough emergency evacuation plan. Staff risk assess and address most safety issues effectively, although there is some broken wooden equipment awaiting removal in one of the gardens. The risk to children is minimal as staff supervise them closely at all times. Children are able to play and learn with an exciting range of stimulating resources. They enjoy indoor and outdoor play, although there are some limitations in accessing the outdoor space. They have regular outings within their local community, such as the local common, to learn about the world around them. For example, they collect leaves and learn about the seasons.

Children learn about equality and diversity through exciting and meaningful experiences. Staff celebrate festivals in partnership with parents and the nursery cook provides exotic meals on site for children and parents to share. There are dual language books to support children who are learning English as an additional language and staff offer one to one support when necessary. The effective key person system builds on a clear knowledge of children's individual needs to help them all make good progress in their learning.

Staff have highly positive relationships with most groups of parents. Parents generally state that they have good information about their children's learning and development. Clear forms of communications are in place. For example, there is a range of literature in the hallway, such as the complaints procedure, advice on tummy bugs and a poster on the local family information service. The nursery has made several improvements since the last inspection, including providing a dedicated outdoor area for babies and improving how staff plan activities. Managers and staff work well together to reflect on their practice and they show a positive approach to further improvement. For example, they are keen to forge new partnerships in the future with the 'Norwegian Forest School' and schools in their locality. Partnerships currently in place with the local authority have a positive impact on outcomes for children.

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

Children, including those learning English as an additional language, show an extremely strong sense of security due to excellent relationships with their key person. They work exceptionally well independently and co-operatively with high levels of confidence. They very effectively learn about people who are different from themselves through a wide range of experiences. For example, they buy jewellery from shops reflecting different cultures and visit the local market to taste foods from around the world.

Overall, children are making good progress in their learning. They are able to follow their own interests and staff support them well. Children benefit greatly from the ability of staff to promote positive attitudes to learning. Activities and experiences effectively challenge the individual capabilities of each child. Babies find books to give to staff showing that they wish to listen to stories. They settle comfortably with their key person to share the books and to sing songs, which enhances their early vocabulary. They keenly explore materials of different textures, such as a corn flour mixture and large laminated numbers on the wall.

They enthusiastically crawl through tunnels, which helps to develop their physical skills. They take part in regular outings, such as trips to the local shops, to help enhance their knowledge of the world around them.

Toddlers enjoy exciting activities, such as feeding the nursery's giant African land snails and squirting them with water. They thoroughly enjoy this activity and understand the need to wash their hands afterwards. Their enthusiasm for learning about the world around them develops quickly as staff extend their learning well, asking questions and explaining concepts.

Pre-school children thoroughly enjoy painting a huge backdrop for their autumn display. With effective support from staff, they learn to create different colours by mixing paints. They creatively use leaves, collected during an outing to the local common, and a variety of craft materials to enhance their display. They eagerly draw dinosaurs inspired by their recent visit to the Natural History Museum. They practise computer skills using a range of software to enhance numeracy and language development. This helps them to effectively develop skills for the future. Children develop a good understanding of how to keep themselves safe. For example, they confidently ride tricycles in the garden while wearing safety helmets. There are large road signs which replicate the signs that they see in the local environment and, with effective staff support, this enhances children's understanding of safety awareness. Children play outdoors on a daily basis although they do not always have free access, which has some limitations for them to enjoy fresh air and exercise. All children show a good understanding of the importance of hygiene. They wash their hands independently and attend to their own toileting needs. They have access to drinking water throughout the day and enjoy healthy snacks and meals. Babies show high levels of independence as they feed themselves at lunchtime and older children confidently help to serve food.

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	1
The extent to which children develop skills for the future	2

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