

# Toy Box Playgroup Long Sutton

Inspection report for early years provision

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<b>Unique reference number</b>	143113
<b>Inspection date</b>	19/10/2011
<b>Inspector</b>	Anna Sketchley

<b>Setting address</b>	Long Sutton C of E Primary School, Martock Road, Long Sutton, LANGPORT, Somerset, TA10 9NT
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<b>Email</b>	
<b>Type of setting</b>	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

Toy Box Pre-School has been registered since May 1972. It operates from a Portacabin set within the Long Sutton Primary School grounds, Somerset. The pre-school has sole use of the premises which consists of one playroom with kitchen facilities, an entrance foyer with toilet facilities and a small, fully enclosed outside area which includes a new covered area. The pre-school works closely with the primary school and enjoys the use of the school's outside play facilities, the computer suite and the hall on a daily basis. Most of the children attending the pre-school move on to the primary school. The pre-school is managed by a voluntary committee and is registered on the Early Years Register for up to 15 children aged from two to five years. There are currently 28 children on roll, some of whom receive government funding. Children attend for a variety of sessions. There is disability access and the pre-school supports children with special educational needs and/or disabilities but there are currently none on roll. The pre-school operates during term time only and opens from 9.00am until 1.00pm each day except on a Wednesday when it is open from 9.00am until 3.30pm. Children may bring a packed lunch on all days. There are six members of staff, five of whom hold the National Vocational Qualification in Childcare at level 3 or above. Two are qualified teachers and one is a qualified nurse. One is in the final year of a Teaching and Learning degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Toy Box Pre-School is an outstanding setting run by a highly skilled, dedicated and effective team, ensuring that all individual children's needs are very well met through excellent organisation and thorough planning and assessment. Children are exceptionally safe and well cared for and they experience exciting and stimulating experiences, ensuring that their learning and development are excellent. Partnerships with parents and carers and the school on site are very well established. The pre-school is at the early stages of further developing its liaison with the school's Reception year in order to ensure the continuity of the already exemplary teaching of letters and sounds and early number skills. Accurate self evaluation and the drive and ambition to continue to develop its practice, gives the pre-school an outstanding capacity for further improvement.

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

To further improve the high quality early years provision the registered person should consider:

- increase liaison between the pre-school and the school Reception year practitioners to fully establish continuity in the teaching of letters and

sounds and early number skills.

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

Safeguarding and risk assessments are an exceptionally strong feature. Policies and procedures are comprehensive and rigorously adhered to through excellent daily routines and checks. Through pictures, labels and discussion children learn how to move around and play safely and are encouraged to join in safety routines, when for example they practise their physical skills in the hall and use the ride on toys. They benefit from high quality resources and know to bring broken toys to an adult. All adults are trained in first-aid and child protection and have a strong regard for children's health and welfare. Substantial healthy snacks are appealing and encourage children to try something new for example pieces of fresh pineapple. Parents and carers are requested to send healthy packed lunches. As a result children learn in an exceptionally safe, enjoyable, calm and healthy environment at all times. The pre-school is extremely well led and managed and an outstanding quality of provision has been sustained since the last inspection. Underpinning this excellence is the consistent use of self evaluation to help them validate their exemplary practice and to identify priorities in the drive towards continuous improvement. The staff's considerable commitment to professional training in a wide range of areas, provides a skilled workforce and they receive feedback on their practice through regular appraisal. Excellent systems are in place for planning and assessment enabling the next steps in learning to be identified for individual children and ensuring that all of their needs and interests are very well met. As a result children make rapid progress. Observations, assessments and photographs all combine to make a valuable and beautifully presented 'learning pathways' book for each child. This is regularly shared with parents and carers. The pre-school is fully inclusive, all children are treated equally and there is no discrimination. An excellent relationship exists between the school and the pre-school, which has enabled the pre-school to develop its premises and learning and development opportunities to a very high standard. Effective transition arrangements mean that when the time comes children make an almost seamless transfer from pre-school to school. The pre-school plan to work even more closely with the Reception teacher to develop the already excellent teaching of letters and sounds and number skills across both settings. External agencies are very well used when required. Parents and carers value the pre-school highly, saying that their children really enjoy their time here and are very safe and extremely well cared for. One parent commented that the pre-school had helped her to know what to choose for her son's birthday because they had identified his interest in small construction toys. Another was really pleased with their child's progress in language and social skills. Parents and carers have very regular opportunities to join in activities and to meet with staff to discuss their child's learning and development.

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

Children receive a very warm welcome on arrival. Provision is outstanding and leads to excellent outcomes. Relationships are excellent. The room is very well organised with stimulating activities from which children choose. A small group share a wide range of excellent quality books with the help of an adult, some providing them with very good opportunities to learn about people of other faiths and cultures. They learn pre-reading skills as they turn pages and talk about the pictures. Children cooperate and share very well, kindly giving other children a turn at the painting table. Painting and sticking resources, reinforcing an autumn theme, are plentiful and of very high quality. Children practise their fine physical skills and adults interact exceptionally well with them extending their language as they talk about texture and how different materials feel. They settle confidently and happily. Behaviour is exemplary. Other children choose to go outside and demonstrate good self help skills as they change into wellington boots and put on coats. They thoroughly enjoy playing in the exciting den and climbing and riding on the toys provided, knowing they must wear their crash hats when cycling. Adults take every opportunity to praise children and award stickers, especially as some are learning to use the toilet. Children learn very good personal and social skills and enjoy making a very positive contribution to the pre-school as they tidy up to a jolly song and help with snack time. Children have an excellent understanding of keeping healthy. They know they must wash their hands saying as they use the toilet and prepare for snack. They enjoy healthy cheese and fruit, demonstrating considerable perseverance using real knives to butter their own crackers. They know the importance of saying please and thank you and respond politely without prompting when offered different fruits to try. They say fruit, vegetables and milk are good for you and 'make you strong'. No learning opportunities are missed as children count out plates and mugs and the number of boys and girls at registration, reinforcing their number skills. Small groups of children participate very well in number games as they throw dice and match numbers. Children's knowledge of keeping safe is remarkably well developed as they play energetically on the field during a treasure hunt and learn to balance during physical exercise in the hall, combining careful listening with following instructions. They enjoy walking to the local shop to buy real stamps for their letters, understanding the importance of wearing their reflective jackets. Visits from a vet, a police woman and nurse, strong links with the local church and many fund raising events, all help children to think of others and learn about, and contribute exceptionally well, to their local community. All the skills they learn prepare them especially well for the future. During activities assessments and photographs carefully record learning and development. Key workers use these to inform the next steps of learning for each child and weave them into future planning.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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