

# Tot Town Nursery Ltd

Inspection report for early years provision

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**Inspection date** 31/01/2012  
**Inspector** Lynne Lewington

**Setting address** 1 Fryers Lane, High Wycombe, Buckinghamshire, HP12  
3AN  
**Telephone number** 01494 440066  
**Email** info@tottownnursery.co.uk  
**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

Tot Town Nursery Ltd is a privately owned group, which registered in 1999; the pre-school room opened in 2002. The nursery operates from a single-storey building on the outskirts of High Wycombe. The nursery is open five days a week from 8am to 6pm for 51 weeks a year. Children attend for a variety of sessions and they have access to three separate outdoor play areas.

The nursery is registered on the Early Years Register. A maximum of 55 children may attend at any one time. There are currently 43 children aged from three months to five years on roll. Children aged three and four years are in receipt of free early education. Children attend from surrounding areas. The nursery supports children who have special educational needs and/or disabilities. They also support children who learn English as an additional language.

The nursery employs 13 staff; these include 10 who work directly with the children, a cook and an administrator. Of the staff working with the children eight hold appropriate early years qualifications and two are currently working towards a qualification. The nursery receives support from the Early Years Development Partnership. They are members of the National Day Nursery Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at this safe, welcoming and friendly setting. Children make steady progress in their learning and development overall, although, planning and observation systems do not provide consistent support. Staff demonstrate a positive attitude to inclusion and establish highly effective relationships with parents, carers and other professionals; this helps staff meet children's individual needs. The nursery has made many improvements since the last inspection and they demonstrate a strong capacity to maintain continuous improvement.

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

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

- improve assessment, analysing and reviewing what is known about each child's development and learning, then make informed decisions about the child's progress and plan next steps to meet their development and learning needs.

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

The welfare of children is at the heart of this setting. Staff demonstrate a clear understanding of how to implement safeguarding procedures. Information is clearly displayed for staff and parents to see, helping to ensure everyone is clear on the role they must play in promoting children's safety and reporting concerns. Sensible comprehensive safety measures are taken throughout the premises to promote security and safety. Risk assessments are undertaken and appropriate measures taken to review the assessments regularly.

Staff recognise the many languages spoken within the setting and seek information from parents to ensure they understand and recognise key words children may use. Posters and activities reflect the diversity of the local community and those using the setting. This helps children to identify with and value their own cultures. However, insufficient information is gathered about children's starting points to establish a clear understanding of their progress and to support planning. A suitable variety of age-appropriate resources are available for the children's use in all the rooms and care is taken to ensure they are sustainable.

Parents speak very highly of the service offered. They comment favourably of the friendly warm welcome they and their children always receive and they feel very well informed about what children do in the nursery. A wealth of easily accessible information is available for parents on a range of subjects relevant to young children, their development and care. Effective working relationships with other professionals who support individual children help to promote children's well-being. Also, good relationships with local schools help to promote smooth transitions to school for those in the local area.

Since the last inspection, the leadership and management team have focused successfully on improving the quality of the provision. They have sought the opinions of parents and staff to help inform the evaluation of the provision. A comprehensive action plan clearly indicates the areas for development and the progress staff are making. The good progress they have made indicates they will continue to improve and make continuous improvements.

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

Children demonstrate an increasing awareness of safe behaviour relevant to their age and development. They learn to take care as they use the outdoor play equipment through gentle reminders. Regular fire drills increase their awareness of how to evacuate the premises in an emergency. Staff take good care to monitor sleeping children to help ensure they are comfortable and safe while they rest. Children enjoy daily opportunities for outdoor physical activity. This develops their coordination and balance as they use the outdoor equipment, as well as their understanding of healthy lifestyles. Toddlers ride tricycles with increasing skill as

they manoeuvre around obstacles and people, managing to steer and peddle very well. They learn about healthy eating through activities and conversations at mealtimes. The menu offers a variety of healthy foods including, meat, fish, pasta dishes, vegetables and fruit. Drinks of water are always available. The menu is displayed so parents have an awareness of the food offered each day.

Children behave very well. They develop awareness of others through their activities and stories. Pre-school children demonstrate clearly their emerging understanding of feelings and consequences of actions as they listen and talk about the character in a story. Staff talk to each other and the children politely and respectfully. This helps children to learn from their good example. Children settle easily as they part from their parents, indicating they feel safe, happy and secure. Various fund-raising activities for charities helps to increase older children's awareness of other people's lives and needs.

Children undertake a variety of activities that encourage their learning and development steadily across all areas of learning. However, currently the observations and goals identified for some children are not of a consistent quality. This indicates that some staff do not fully understand development and the need to identify appropriate achievable next steps, which is being addressed through the provision of additional training. As there is no clear indication of children's starting points when the records start it is difficult to easily identify the progress being made. As part of the recent improvements, parents have been asked to comment on the records and their child's progress. This is proving to be very helpful as they are starting to identify achievable next steps together.

Toddlers enjoy tactile experiences as they use their fingers to paint marks with. They have easy access to water and sand activities and develop control as they use the various containers to pour and dig with. Each room has an attractive book area where good-quality fact and fiction books are easily accessible. Children use the books independently and staff read to the them individually and as a group. Labelling throughout the nursery on displays and toy boxes helps children to become familiar with written words. They have easy access to resources that encourage early writing. Staff talk and listen to the children attentively, frequently using open questions to encourage children to think. Some staff are aware of and recognise the other languages children use. This helps children who speak English as an additional language feel acknowledged and valued as staff use their home language and translate into English. Children in all rooms sing and participate in action songs that also help to develop language skills. Babies demonstrate increasing awareness as they confidently explore their play environment, moving independently between the toys. They laugh and giggle as staff play with them. Children demonstrate awareness of computer technology as they use the computer mouse to play games that encourage matching, sorting and colour recognition. An awareness of nature develops as they grow bulbs and water them. Discussion about the weather and the need to dress appropriately has increased children's awareness of the need to wear coats, gloves and a hat when it is cold.

## 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>	3
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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

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