

Toddbrook Day Nursery

Toddbrook Nursery, 110a Buxton Road, Whaley Bridge, HIGH PEAK, Derbyshire, SK23 7JH

Inspection date

12/11/2012

Previous inspection date

09/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The staff give high priority to the meeting of children's individual learning and care needs. They know the children well. Children are happy, settled and confident at the setting with staff who are warm and caring towards them.
- Staffs' understanding of the revised Statutory Framework for the Early Years Foundation Stage is good. They pay particular attention to the prime and specific areas of learning, implementing strong, quality learning opportunities which enable children to make good progress across all these areas.
- Effective and proactive leadership and management of the nursery ensures children are protected and receive a positive experience. Staff are vigilant in regard to safety and good hygiene, enhanced by the effective maintenance of all required and many additional records and documents.

It is not yet outstanding because

- Opportunities for children to experiment and explore are not enhanced to their full potential as due to the layout of the rooms children have less opportunity to make their own choice of different resources for construction and art and craft; extension of activities and displays is sometimes limited and the outside area is not fully developed.
- The lunch time routine does not fully engage children's socialisation and older children's independence is limited as they have few opportunities to serve themselves.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three play rooms and the outside area. The inspector supplemented all observations with pertinent questions.
- The inspector held discussions with the manager of the provision.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Yvonne Layton

Full Report

Information about the setting

Toddbrook Day Nursery is owned by a Limited company and registered in 2008. It operates from Whaley Bridge in Derbyshire. The nursery operates from a single storey, converted school. Children are cared for in three rooms. There is a fully enclosed playground available for outdoor play. The nursery serves the local and surrounding areas.

The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. There are currently 82 children attending of whom 79 are within the early years age range. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. They provide funded early education for two-, three- and four-year-olds. The group supports children with special educational needs and/or disabilities.

The nursery employs 15 members of child care staff. Of these, 12 hold appropriate early years qualifications at Level 3 and one holds a Level 4. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- build on the effective learning environment by introducing more challenges for children with regard to: developing further the outdoor environment; extending activities and displays to enhance children's learning and reviewing the layout of the rooms to enable children to self-select a wider variety of construction and art and craft resources
- extend further support of the child's own efforts and independence at lunchtime by reviewing the staff roles and routines to enhance social interactions and provide opportunities for more capable children to serve themselves.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The educational programmes have depth and breadth across the seven areas of learning. They provide motivating and exciting experiences that meet the needs of all children. The vast majority of practice is based on a secure knowledge and understanding of how to promote the learning and development of young children. However, on occasion displays and activities are extended to a lesser degree. A display 'We like to play with animals' consists of small-world animals, which children can move about. However, the theme is not fully explored as it is not supplemented with pictures or posters. Children enjoy an effective construction activity where they, supported by an adult, consider the size of screws and bolts needed to make helicopters which they then spin. Again this could be

further enhanced by the introduction of additional resources and activities. The outside environment overall provides opportunities for children to learn and develop. For example, they use water and brushes on walls for early writing practice and have access to a good range of large and small active play resources. However, the outside area is not used to its full creative potential as the area is rather bland.

The planning of activities is based on themes and children's individual development needs. Practitioners complete systematic assessments of children which clearly identify their starting points and the next steps for learning. A 'Learning Tree' in the reception area is used by parents to identify their child's next steps and interests. They receive information about which areas of development are being focussed on with details of linked activities that can be used at home to support children's progress. All of these are used to inform the planning of activities and development assessments. During this inspection the practitioners demonstrated that all children are progressing well towards the early learning goals over time, given their starting points.

Children are involved and eager to engage. Communication is effective with practitioners who listen perceptively to, carefully observe and skilfully question children during activities. For example, balancing resources are converted into a train by the children. The practitioners encourage them to think about who will drive, where they are going and safety on the 'train'. Babies' and younger children's communication skills are enhanced as practitioners talk to them during activities and routines. A photographic display of activities is used to aid children in selecting activities. Children are fully engaged as stories are told by practitioners using different tones of voice and facial expressions.

Practitioners promote mathematical development through planned activities. For example, a craft activity matching and gluing shapes is further developed by children using shapes for printing and considering colours. Alongside this the daily routine is used to develop children's learning. For example, colour recognition is promoted well throughout the setting. All children see their names in print and other text throughout the nursery. Songs and rhymes are an integral part of the day for all children. They learn about good hygiene as they sing hand washing songs.

Visits to the local area and visitors to the setting extend children's learning about their world and the local community. They visit the library and attend themed story session. Walks to the canal, where the children feed the ducks, enhance their experiences. Visits by the fire service and community police give children a sense of security and understanding about people who help. Practitioners provide opportunities for children to undertake national and international celebrations and they gain an understanding about diversity through resources, books and discussions. They gain a sense of self as they discuss their own families and significant people and things in their lives. Families are involved in collecting items for a 'Harvest Basket' which is then delivered by the children to an older persons' residence.

Practitioners extend children's understanding of nature as they undertake planned and extended activities. For example, children plant and grow flowers and vegetables in the garden. They use natural items they collect on walks for craft activities. Leaves are used for printing and display in an autumn theme. Here children identify words associated with

autumn such as 'rustles' and 'sunny'. Babies and toddlers explore texture and touch as they use natural and home-made resources, including pasta. An outside agency provides the children with the opportunity to meet different creatures.

Practitioners provide opportunities for all children to be actively involved in both planned and spontaneous role play, circle time, stories and rhymes. Children undertake a wide variety of creative activities. Young children are enabled to use all of their senses and are introduced to different textures as they experiment with paint using their fingers.

Children are developing their skills in technology as they have the opportunity to use age-appropriate resources such as musical shape-sorters, programmable toys, a computer, magnifying glasses and a sensory room.

The contribution of the early years provision to the well-being of children

All practitioners are skilled and sensitive in helping children form secure emotional attachments, and provide a strong base from which they can develop their personal independence and exploration. Children are encouraged to become independent as staff support them as they try to put on and take off their own shoes and coats. Older children are responsive and proud to be helpers at snack time and meal time. However, the lunch time routine does not fully promote independence as older and more capable children do not serve themselves. Children and staff socialise with each other during meals, however, there are some lost opportunities for developing social skills as, although there are sufficient staff to support children, there tends not to be an allocated member of staff for each table.

Self-selection and child-initiated activities are a main focus of the setting. Children are encouraged to make their own choices in their play. However, children have limited opportunities to explore and experiment to their full potential as, due the layout and organisation of the rooms, they are unable to self-select a wider variety of resources for construction, art and craft.

Practitioners are good role models and the consistent use of praise and positive reinforcement contributes effectively to the children developing a good sense of self and a sense of belonging. A 'My Friends' display consists of photographs of friends and is enhanced by the children's self portraits. Behaviour is good with practitioners giving consistent messages about expected behaviour. The setting has a focus on providing extensive opportunities for children to see themselves through photographs this includes activity montages such as babies enjoying messy activities and outside activities. All children have the opportunity to relax in comfortable areas such as the sensory room, book corners and soft baskets for babies.

Practitioners support all children to develop a range of physical skills and benefit from fresh air and exercise through daily, all weather, outdoor activities. Practitioners provide opportunities for children to keep fit as they undertake weekly fitness sessions alongside music and movement sessions. Children are enabled to take risks safely and practice their

skills as they climb and balance on large play equipment. Practitioners enable children to learn about healthy eating and a healthy lifestyle through activities and displays. For example, they learn about keeping their teeth clean and why it is important. Practitioners consistently encourage good hygiene routines with the children and children show that they understand the routines.

Children feel safe with the practitioners who instil a sense of security and well-being. They confidently approach staff and seek comfort and reassurance. Practitioners consistently remind children of safety routines and they are involved in safety awareness activities such as fire evacuations.

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

There is a good overview of the educational programme as the manager monitors this to ensure a broad range of experiences are offered to help children progress towards the early learning goals. Learning opportunities are clearly based on a secure understanding of the seven areas of learning and how children learn. Individual children with identified needs are targeted so that appropriate interventions are sought and gaps are closing.

Arrangements for safeguarding children are strong and well-embedded. Clear policies and procedures are known and understood by all staff and implemented consistently. The practitioners are committed to ensuring children are kept safe and their well-being is assured. All required documentation is in place and there are efficient systems to ensure this is up-to-date and that all staff are confident in their knowledge of the setting's policies and procedures. The management team implement robust recruitment, induction and performance management systems which ensure that staff remain suitable and they are clear about their roles and responsibilities. The settings effective hygiene policies, procedures and consistent routines help ensure children remain healthy.

Practitioners are knowledgeable about all aspects of the Early Years Foundation Stage and there are rigorous systems to observe, assess and monitor each child's progress, including the progress check at age two. The nursery is committed to promoting inclusion of all children and families and some practitioners within the setting have defined responsibilities. For example, a designated staff member supports children with special educational needs and/or disabilities and liaises closely with other professionals and parents to devise an individual education plan. The designated person ensures colleagues are fully aware of children's additional needs and all work together to support the children to make progress.

Practitioners work well with, and fully involve, children's parents to enable them to play a full and active role in their child's learning. They receive daily information about the care and learning of their child and are invited to take their child's development records home to read and contribute to. This liaison is enhanced by an 'open door' policy to enable parents to talk to the staff and management freely and by planned parent evenings. Practitioners ensure parents are kept well-informed by the provision through the use of a

prospectus, access to the setting's policies and useful and relevant information displayed throughout the setting. Transitions between rooms, or when children attend other settings and when they start full-time education are well-established and effective. The children visit schools for events such as plays and to see interesting displays. For example, the children visited a school to look at a display about dinosaurs.

The manager of the setting has strong aspirations for quality and has a good understanding of the strengths of the setting and areas to develop to improve learning experiences for all children. Practitioners are keen to provide the best quality care and learning for children and strive to continually improve their practice. Effective systems to monitor and evaluate all aspects of the practice are in place, therefore continuous improvement is assured.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY367319
Local authority	Derbyshire
Inspection number	887603
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	79 - 3
Total number of places	52
Number of children on roll	82
Name of provider	Toddbrook Nursery LTD
Date of previous inspection	09/10/2008
Telephone number	01663 719091

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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