

Toddler Town Nursery Ltd

12a New South Watt Street, Workington, CUMBRIA, CA14 2RZ

Inspection date

17/12/2012

Previous inspection date

06/08/2009

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

- Children are kept safe and secure in a well-organised, well-resourced, home-from-home, indoor learning environment. As a result of the well-designed layout of the nursery rooms children's motivation, imagination, creativity and learning through the provision of interesting and stimulating play areas is promoted.
- Children are well cared for and have their individual needs effectively met. They form trusting relationships with key staff and the other children attending the nursery. This helps them to settle easily and contributes to their well-being and involvement.
- The management work closely with the local authority early years advisers and collectively with input from staff, parents and carers a thorough self-evaluation is completed which identifies the settings strengths and areas for improvement. As a result, changes are made which have a positive impact on the setting and children's learning experiences.

It is not yet outstanding because

- The outdoor play area is not suitably organised to enable babies and younger toddlers the freedom to explore and investigate the world around them. As a result, these children have fewer opportunities to access fresh air, exercise and outdoor play activities.
- Parents of children in the baby room do not contribute their observations and thoughts to their child's progress records. As a result, a full and clear picture of children's achievement at home does not supplement the progress achieved at the nursery.

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 voluntary and compulsory parts 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 pre-school room, toddler room, baby room, and outside play area.
- The inspector held a meeting with the owner/ manager.
- The inspector completed a joint observation with the manager.
- The inspector held discussions with the staff employed at the setting.
- The inspector looked at children's progress records, the planning in each room, and supporting tracking documents.
The inspector checked evidence of suitability and qualifications of practitioners working with the children, policies and procedures for the setting and the self-evaluation form online.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Carys Millican

Full Report

Information about the setting

Toddler Town Nursery Ltd was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The privately owned day nursery is situated in the centre of Workington, Cumbria. The nursery serves the local area. It operates from three playrooms in a purpose-designed building with a secure outdoor play area.

The nursery employs 10 members of childcare staff. Of these, all hold an appropriate early years qualifications at level 3, including one member of staff who holds a BSc (Hons) in Child and Family Studies. The nursery is member of the National Day Nurseries Association.

The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 6.30am until 6.30pm each day. Children attend for a variety of sessions. There are currently 60 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the organisation of the outdoor play area to enable babies and young toddlers to have a suitable place where they can play, investigate and explore using their senses
- invite the parents of children in the baby room to contribute their observations and thoughts from home into their child's progress records, to ensure a combined evaluation of progress and clear identification of the next steps in learning are made.

Inspection judgements

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

Children are well-supported in their play. They are looked after by experienced staff members who have a sound knowledge of Early Years Foundation Stage. Staff provide a wide range of interesting play opportunities for all the children attending. They effectively support children's ongoing development by challenging and reinforcing children's learning as they play. Staff follow the same observation, assessment and planning methods throughout the nursery. These records show clearly how much progress children are making and identify areas where help is required. The next steps in children's learning are planned for. They are implemented into the following weeks' activities and resources, so that children's learning is fully supported. Children's interests are used to engage children in activities to further extend their learning. For example, after visiting the post office with the manager, the children ask to make their own parcels. So the staff support this by providing wrapping paper, mark making materials, string and tape, and transform the role play area into a post office. Parents complete 'All about me' sheets on registering their child. This information and observations made as children settle in, ensures that children's starting points inform the planning straight away. Staff know how much progress children are making and the next steps in their learning.

The quality of teaching is good. Staff support children's communication and language by reinforcing words and asking questions. They do this while reading books to children, looking at photographs and pictures with them, and pointing to labels in the environment. As a result, children see that words carry meaning and print can be used in various ways. Staff skilfully inspire scientific discovery as children play with water. They learn about space, volume, weight, and measure while dipping and pouring water into containers using funnels and jugs. Staff introduce new words and mathematical language, such as empty, full, half and quarter full. They use open-ended questioning techniques to help children think, promote their speaking and listening skills and to help extend their understanding.

All children enjoy themselves and have fun. They use all their senses to explore and investigate natural and manufactured objects, textured materials and displays. Staff introduce a wide range of treasure baskets, and home-made sensory bottles into the children's play. Babies enjoy exploring these objects, for example, shells, hair brushes and large wooden curtain rings. They mimic what they see and know. For example, by pretending to brush their own hair and place rings around their arms like a bracelet. Children enthusiastically sing their favourite Christmas songs and use their imagination as they play. For example, children like dressing up in Santa hats and pretend to be 'Santa's little helper' in the elf outfits. Staff introduce babies and young children to mark making activities from an early age. For example, babies sit in their low chairs and staff supervise them using brushes and paint. Toddlers and pre-school children also enjoy painting opportunities and take pride in displaying their Christmas crafts in their nursery rooms. As a result, they grow in confidence and their self-esteem is promoted.

Children access information and communication technology resources. This is well-represented throughout the nursery rooms and matches the age and ability of the children using them. For example, babies press buttons and lift the flaps of toys which make

sounds. Older children, play educational games and use paint programmes competently to create their own design. They take pictures using the nursery camera and create their own home-made books which they place in the book corner. Children experiment with wet and dry materials. They investigate sand, roll out salt dough and explore alternative materials in sand trays, such as large plastic, nuts and bolts. As a result, children broaden their sensory experience and develop their physical skills as they manipulate different materials. Children are supported well in order to be ready for their transition to school. For example, they learn how to dress and undress themselves, and to identify and write their names, as well as count and recognise numbers through practical routines.

The pre-school children have free flow access into the outdoor play area from their room. Staff arrange the area so that children experience a range of play opportunities to explore and investigate the environment and develop their physical skills. For example, children pedal bicycles and sit and ride toys around the tarmac floor, and step up and down on the static tyres filled with cement. There is a designated digging area with transporting equipment. Children enjoy mixing the wet sand and stones together and using a selection of trucks and diggers to transport it around the play area. Children access this area in all weathers and use the digging area to grow things in the spring and summer months. The pre-school children and the older toddlers safely access the outdoor play area. The staff explain that they find it hard to take the babies and young toddlers outside on a regular basis due to health and safety. This is because the flooring is not practical for babies and young children to sit on, roll, crawl and practise their walking skills. Babies and younger toddlers, therefore, are taken for walks to the local park and playground close by.

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

Children are well cared for in a warm and welcoming, home-from-home environment. Staff create a friendly and relaxed atmosphere in all the nursery rooms. They benefit from the well-designed layout of the nursery rooms which promote children's motivation, imagination, creativity and learning. Staff create interesting and stimulating play areas which inspire imagination, help guide behaviours, and fosters learning. All rooms are well-resourced to support children's all round development. Children are kept safe and secure. Ongoing risk assessments and safety checks ensure that potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders of how to use resources correctly as they play. For example, when using the scissors. Photographs and staff names are displayed in the reception area and key person groups are displayed in each room. This ensures that parents know who to talk to about their child's care and welfare needs or any concerns they may have about their child. The well-established and effective key person system helps to promote children's well-being and independence. Staff are very caring and supportive of the children and this helps them to form secure emotional attachments. Children show their feelings of safety and security as they happily interact with the staff and seek them out for a cuddle when they become tired.

Staff effectively support children's health and hygiene routines; therefore, they understand the importance of hand washing and keeping their hands clean. Children learn about healthy lifestyles and healthy eating. This is seen in displays in the rooms and through the

provision of healthy snacks. Children learn how to keep themselves safe through instruction and regular routines. For example, children complete regular fire evacuation practises so that they know what to do in an emergency. Children enjoy visits from 'people who help us'. For example, the community policeman and the local fire fighters. As a result, children learn about 'stranger danger' and not to play with matches and lighters. Children's understanding of difference and diversity is supported well through the provision of resources throughout the nursery. For example, there are a number of books, small world toys, and colourful pictures of children from many diverse backgrounds displayed in every room. Children celebrate festivals throughout the year and dual language labels are creatively used.

Children are well behaved. There are effective systems in place to support and encourage positive behaviour and self-esteem. For example, staff act as positive role models and constantly praise children at every level. Children learn good manners and take responsibility for their environment. For example, they help to tidy away toys before going outside. Children respond well to the staff instructions and learn to share and take turns in activities. Staff support transition arrangements between rooms and onto school. Moving room sheets are completed by key staff to ensure that children's care, welfare and progress is shared. Children's smooth transition into school is supported by staff inviting prospective teachers into the nursery. This enables children to meet the teachers and to prepare them for the move onto their next setting.

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

All staff understand their roles and responsibilities for safeguarding the children in their care. They recently completed an eLearning training package in child protection to update their knowledge. As a result, they demonstrate a good understanding of the signs and symptoms to be aware of and know who to inform if they have any concerns. The nursery's recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures help and support any new staff. Staff's performance is regularly appraised in order to celebrate what they do well and staffs' professional development is highly encouraged. The manager is keen to involve and encourage staff to use their individual interests and expertise to enhance the setting and improve the children's experiences.

The manager works collaboratively with the local authority workers to monitor and support the nursery. She also takes into account the views of staff, children, parents and carers. As a result, careful monitoring, analysis and self-evaluation is undertaken to identify the settings strengths and areas for improvement. Action plans are implemented and targets set to sustain improvement. The manager monitors the educational programme to ensure that the staff are providing children with a broad and balanced range of experiences that continue to help children progress in their development. The staff team have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, the nursery has purposeful systems in place to regularly observe and assess children's progress. The parents of children in the pre-school and toddler room contribute their observations and thoughts to their child's progress records.

This is completed during regular review meetings and parent's evenings. However, this is not in place for the parents of the children in the baby room. Therefore, their thoughts and observations from home are not used to help evaluate the progress children make. Equality of opportunity is promoted. Everyone is warmly welcomed into the nursery. Children with additional needs and those who speak English as an additional language are well supported. Parents are extremely pleased with the progress their children are making.

Parents are very happy with the nursery and express a high regard for the manager and the staff looking after their children. Parents comment on how the nursery staff provide 'Fantastic care, love and cuddles', they also express a big thank you to staff by saying, 'We've shared potty training, walking, weddings, new life, and many smiles and tears with the best bunch of surrogate mummies'. Effective partnerships are developed with other agencies and providers of the Early Years Foundation Stage framework. As a result, the nursery supports individual children and their families well and provides continuity of care and learning.

The Childcare Register

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

The requirements for the voluntary 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	EY269963
Local authority	Cumbria
Inspection number	877622
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	60
Name of provider	Catherine Mary Williams
Date of previous inspection	06/08/2009
Telephone number	01900 870222

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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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