

Toybox Day Nursey

393 Station Road, Stechford, BIRMINGHAM, B33 8PL

Inspection date

Previous inspection date

14/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Staff are not appropriately deployed to enable children to access a range of resources that are suitable to their specific age and stage of development.
- The use of temporary staff and the lack of an efficient key person system do not allow children to form secure emotional attachments.
- Care practices are variable and do not always support children's well-being and independence or meet their individual care needs and routines.
- Staff have limited knowledge and understanding of the prime areas of learning to enable them to plan and extend activities to fully support and develop children's learning potential.

It has the following strengths

- Children are well safeguarded due to robust recruitment and vetting procedures and staff understanding of their roles and responsibilities in protecting children in their care.
- The premises are welcoming, well maintained and safe, and additional systems are in place to further ensure children's safety.
- The manager is well qualified, knowledgeable and experienced and has identified areas where improvement needs to be made.
- There are good systems in place to support children and parents who speak English as an additional language.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 baby room, outdoor play area and at lunch time.
- The inspector held meetings with the manager and owner of the provision.
- The inspector observed children with the manager and owner in the toddler room.
- The inspector looked at children's records, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of one parent spoken to on the day of the inspection.

Inspector

Becky Johnson

Full Report

Information about the setting

Toybox Day Nursery opened in 2012. The current owner has one other nursery in Birmingham. The setting operates from a detached building which is situated in the Stechford area of Birmingham. Children have access to seven playrooms on the ground floor and two on the first floor. All children have access to an outdoor play area. Car parking facilities are available at the rear of the nursery. A disabled ramp is in place at the front entrance.

The setting opens five days a week all year round, except for Bank Holidays. Children attend for a variety of sessions from 7am to 6pm. There are currently 8 children on roll. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It serves families and children in the local community and surrounding areas.

The manger has a level 6 qualification in the early years and the nursery has plans to employ more staff with appropriate qualifications. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all staff have a robust knowledge and understanding of the Early Years Foundation Stage to enable them to plan and extend activities to fully support and develop children's learning potential
- implement an effective key person system to help children to become familiar with the setting and settle in well, and to support their individual care and hygiene needs
- ensure that staff are effectively deployed to enable children to access resources which are suitable to their specific ages and stages of development.

Inspection judgements

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

There are a range of toys and resources available throughout the provision which are appropriate for the ages of the children who attend. However, as the setting has only been operating for a very short time all of the children use the room which is specifically

set out for babies and younger children. While this is acceptable for children within this age range, little provision is made for older children. As a result, they are not stimulated and do not take part in activities which are more suited to their age and stage of development. Staff do not effectively engage with children. This is because the majority of them are employed at the provider's other setting and are only working occasional days at this setting until permanent staff are in place. Their knowledge of the prime areas of learning is poor. This results in weak practice with activities that do not meet children's individual learning needs. As the setting is newly opened, planning is still very much in its infancy. Some base line assessments have been started but these have not been used to plan activities based on children's starting points.

Children enjoy playing outside where they climb, slide and chase bubbles. However, equipment is not utilised to its full potential and staff fail to recognise the importance of providing stimulating activities. For example, the water tray has no water in it and when the bubble wand broke it was not replaced even though children were enjoying blowing and chasing the bubbles. Younger children do access activities which are appropriate for their needs. For example, they put shapes into boxes, take part in singing activities and look at books while making the noises of the animals they see. Children enjoy imaginative play, such as dressing up, stirring the saucepans on the toy cooker and playing with a small world castle. However, staff do not extend children's language during this time and fail to develop their play into an enriching learning experience.

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

Children's health is appropriately supported. They enjoy spending time outdoors in the fresh air and take part in activities to develop their physical well-being. They eat healthy, home-cooked meals, such as fish cakes and roast dinners, and fresh drinking water is available at all times. Children with specific dietary requirements are supported and staff are informed of any children who have allergies to specific foods. Some procedures are in place to help children to understand good hygiene practices. However, as temporary staff do not know the daily routines they fail to ensure that children wash their hands when they come in from the garden to eat lunch.

Appropriate systems are in place to manage children's behaviour. Positive reinforcement is promoted and the behaviour management policy is shared with staff at induction to develop consistency between all staff. There is not an effective key person system in place. As a result, some children are not forming secure emotional attachments and wander between staff looking for comfort and reassurance. The premises are bright, welcoming and exceptionally safe. Rooms are light, airy and nicely decorated to provide a pleasant environment for children.

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

The manager is well qualified, knowledgeable and has a wealth of experience to support her in her role. She has identified the areas where improvements need to be made but due to the obligations she has in setting up the provision she has been unable to

implement them effectively. As a result, the temporary staff have not had the support or guidance they need to ensure that they are fully aware of the expectations and routines of the setting. Children are appropriately safeguarded, although they have not all developed secure attachments with the staff. Child protection awareness is a strength within the setting. The manager has a very good awareness of safeguarding procedures and has attended additional training to enhance her good practice. All staff are aware of their roles and responsibilities in protecting the children in their care. The premises are safe and extremely secure. Additional security, such as CCTV, and ongoing risk assessment further ensure children's safety and protection. Recruitment procedures are robust. All staff are checked thoroughly before being employed. Induction procedures are in place to help and support staff during their first few weeks, although they are not always effectively implemented with the temporary staff.

Parents are valued and systems are in place to include them in their child's learning and development when the setting is fully operational. Parents who are just starting their children at the setting say that they have been made to feel welcome and that staff have supported them through the settling-in process. There are good systems in place to support children and parents who speak English as an additional language. An interpreter is available to help parents complete forms correctly and to ensure that they understand the policies, procedures and daily routines. There are some resources throughout the setting to promote positive images of diversity. The manager understands the need to work in partnership with other professionals. She is proactive in forging links with the local schools and children's centre to provide children and their families with any additional support they may need. The registered provider is aware of the initial problems within the setting. He is supportive of the manager and recognises the strengths that she has. There are both aware of the legal requirements of the Early Years Foundation Stage Framework and systems such as action plans, are in place to help them to monitor and evaluate the setting. Together they possess the necessary attributes, experience and vision to facilitate the required changes to move the setting forward.

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 action. 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	EY444562
Local authority	Birmingham
Inspection number	789353
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	125
Number of children on roll	18
Name of provider	Shezad Inayat
Date of previous inspection	not applicable
Telephone number	0121 244 3176

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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, which are usually the childminder's 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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