

Toybox Day Nursery

Sunnyside Hall, Coombe Hill Road, EAST GRINSTEAD, West Sussex, RH19 4LZ

Inspection date	25/03/2013
Previous inspection date	07/04/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children's care, welfare and learning is significantly enhanced by the highly effective way the nursery is led and managed. Excellent use of reflective practice forms the basis of their driving improvement to enhance outcomes further.
- Children are highly confident and show an excellent level of independence for their age, as a result of staff practice and a carefully organised learning environment.
- Staff show a very clear ambition to provide exceptional care and education for all children and work in great partnership to achieve this.
- Staff support children extremely well in becoming active learners. As a result, children follow their own interests and are purposefully engaged in play.

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.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and out.
- The inspector reviewed the children's records of achievements and planning documentation.
- Safeguarding was discussed with management and a number of policies were sampled.
- The inspector took account of the views of parents spoken to on the day and information provided by parents in their responses to questionnaires.

Inspector

Janet Thouless

Full Report

Information about the setting

Toybox Day Nursery is privately owned. It was established in 1990 and moved to its current premises in 2009. The nursery operates from a building in East Grinstead, West Sussex. Children have access to two group rooms, toilets and two outside play areas. The nursery opens for 51 weeks of the year from Monday to Friday, between 7.15am and 6pm. The nursery is registered on the Early Years Register and there are currently 119 children on roll. The nursery supports children who have special educational needs and/or disabilities and children who learn English as an additional language. A team of 18 staff work with the children. Of these, 14 hold early years qualification at level 3 and two other staff members are in training. The nursery receives funding for the provision of free early years education for three- and four-year-olds and 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:

- review the organisation of toys and resources to create an environment rich in pictures and print, for example, by labelling resources so young children can view, select and return toys to support their growing independence.

Inspection judgements

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

Children are extremely happy and confident in this very welcoming and friendly nursery environment. The staff team are experienced, enthusiastic and very child-focused. They have an excellent understanding of the seven areas of learning and plan a very good range of activities that inspire and challenge children's interests and abilities. A highly effective system of observation and assessment enables staff to plan specifically for the individual needs and interests of each child. A very good balance of adult-led and child-initiated activities ensure that children are the prime instigators in their own learning. Children's records of achievements include individual plans and a detailed summary report and next steps of learning. These records actively encourage parental feedback, which creates a two way flow of information between parents and staff. Therefore, keeping parents up to date with their children's progress. Good systems are in place in support of the progress check for two-year-olds. Parents are actively involved in this process and add their own comments. As a result, all children make very good progress in relation to their starting points and are prepared for their next stage of learning or transitions to school.

Staff are involved in children's play and provide excellent levels of support. They extend

children's learning extremely effectively through questioning and encouraging children to explore. Staff are attuned to younger children's attempts at speaking and encourage babies to babble and enjoy songs and action rhymes. Staff are respectful to children, showing an exceptional interest in what children have to say. Older children are confident talkers and are extremely happy to share their thoughts and ideas with others. When children go outside to play they discover that rain puddles have turned to ice. Staff seize this opportunity to ask children questions as they explore the ice such as 'tell me what you think has happened to the water'. This enhances children's critical thinking, problem solving and developing language skills exceptionally well.

There are very good opportunities for children to develop a love of books. The staff team are very animated whilst reading to children, they huff and puff as they pull on wellington boots and wade through boggy grassed areas. Children then lose themselves in their imagination showing curiosity and great enjoyment as they copy staff actions. In addition, staff set up exciting role play scenarios, such as an airport lounge. Children discuss the contents of suitcases, passports, tickets and travel destinations. Parents are invited to demonstrate a particular skill they may have with the children. For example, parents who are pilots visit and discuss their roles with the children.

Staff model writing for a purpose by displaying menus and provide opportunities for children to write in role-play. From an early age, children have extensive opportunities to make marks using chalks, corn flour, paint and shaving foam. Children enjoy being artistic and have access to an excellent range of creative resources. They use their imaginations extremely well as they make models such as racing cars. They proudly share their creations to others showing great pride in all that they do. As children play, staff talk to them about numbers and counting, shape and size asking questions that make them think and respond. For example, when making Easter cards young children are offered choices in the colour of card and ribbon. Older children enjoy more challenging activities such as measuring and weighing ingredients when making nest cakes for Easter. Consequently, children are provided with excellent opportunities in making choices and to develop and improve their mathematical skills.

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

Children arrive with great enthusiasm and show confidence as they place their coats and shoes on their assigned pegs, which display their photographs and their names. This enables even the youngest of children to independently select their pegs for the safe placing of their personal belongings. The key person system means that staff build positive relationships with children. Staff provide sensitive and responsive interaction, which fosters a strong sense of belonging and security for the children. This results in a harmonious caring environment. Staff are very good role models and encourage children to resolve potential conflict and develop effective strategies. For example, children are encouraged to negotiate setting time limits for the use of popular equipment such as computers. They use sand timers as a visual aid to ensure fairness in turn taking.

The nursery environment is highly stimulating, welcoming and very well resourced.

Resources are labelled with words and pictures for older children, which stimulates and facilitates their play extremely well. However, younger children have the written word only, not pictures, to help them identify where toys and resources are and belong. As a result, young children are not always able to make independent choices in what they want to play with. Younger children are very familiar with all parts of the nursery. Children's very good behaviour demonstrates that they feel safe in the nursery environment. Older children show great concern and care when younger children are around being careful not to bump into them when riding pedal vehicles in outdoor play. Younger children show their developing independence for example as they climb a small slide. This very good arrangement eases their move to the older group room, which further aids their confidence and self-assurance.

Children develop a very good understanding of the need to adopt a healthy lifestyle. Snack and meal times are regarded as a relaxing and sociable occasions. Parents can choose between using an outside caterer or supplying their children's own meals. Meals are appropriately stored in the fridge and staff request that parents ensure that they defrost all frozen food before they bring it to nursery. Children learn about foods that are good for you and those that are not. Young babies follow their own individual routines snuggling up to key persons when being fed their formula. Effective nappy changing routines are used such as gloves and anti-bacterial spray to help minimise infection. Staff change children's nappies when and if required. Staff follow the nursery's procedures for managing children's illness.

Children thoroughly enjoy taking part in gardening activities, digging the soil, growing herbs, plants and vegetables and then harvesting all that they have grown. In addition, topics include sampling a wide variety of foods from around the world. Excellent attention is given to promoting children's physical development. Children enjoy an extremely wide variety of resources. Climbing apparatus and interesting tunnels provide excellent opportunities for children to develop control and balance and enjoy physical challenge.

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

The nursery's leadership and management show an excellent understanding of the welfare and safeguarding requirements. Management have high aspirations for maintaining very good quality care, which underpin all aspects of care, learning and education in the nursery. They inspire staff in developing their knowledge and skills. The views of children, parents and staff actively contribute to the excellent self-evaluation process. Any concerns from parents are taken seriously, handled sensitively and their views are respected and used to inform future practice. This systematically improves the quality of provision. The drive to improve standards is supported by a high quality programme of staff supervision and appraisal with well targeted plans for professional development. Staff continually reflect on their practice and use their excellent knowledge and understanding of the learning and development requirements. This ensures the educational programme has exceptional breadth, depth and challenge.

The nursery leadership has robust recruitment, vetting and induction procedures in place to check staff are cleared as suitable to work with children. Management and the staff team have a good understanding of their duty to protect children's welfare. Staff have all attended training and know precisely what steps to take should they have any concerns about children in their care. Comprehensive risk assessments cover all aspects of the premises and any outings from the nursery. This helps ensure children play in a safe and secure environment.

Staff have superb partnerships with parents. They are warmly welcomed into the nursery and positively encouraged to actively be involved in the children's learning. Parents are provided with a comprehensive range of information about the nursery. Parents spoken to at the inspection are extremely pleased and complimentary about every aspect of nursery provision. Many speak of the excellent progress their children have made and 'how confident and happy the children are'. Parents comment that Saturday meetings are great allowing them time to discuss children's progress with their key person. All children's needs are quickly identified and exceedingly well met because the nursery has highly effective partnerships with external agencies and other providers.

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	EY398676
Local authority	West Sussex
Inspection number	907273
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	119
Name of provider	Sarah Louise Jacomb
Date of previous inspection	07/04/2010
Telephone number	01342 305050

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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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