

# Toddle-Inn Limited

105 Heath Park Road, ROMFORD, RM2 5XH

## Inspection date

27/03/2013

Previous inspection date

01/10/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children with additional needs are supported well and to progress and learn.
- Children settle and have sound relationships with staff, helping them feel happy and safe at the nursery.
- Children enjoy healthy, nutritious meals which supports their well-being.

### It is not yet good because

- Observations are not used consistently to provide challenging activities to help children make better progress.
- Arrangements to supervise staff and to monitor the educational programme are inconsistent.
- Systems to keep parents fully informed of essential works at the nursery are not effective.

## 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.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

## Inspector

Caroline Preston

## Full Report

### Information about the setting

Toddle Inn Limited registered in January 2009. It operates from a converted house which is within the residential area of Gidea Park, within the London borough of Havering. Children have access to appropriate toilet facilities and can play in secure garden area under supervision. The nursery is open each weekday from 8am to 6pm all year. Children attend for a variety of sessions. The provision is registered on the Early Years Register. There are currently 35 children aged three months to under five years on roll. There are seven permanent members of staff. All staff hold relevant childcare qualifications. Several members of staff are also working towards higher-level qualifications. The setting regularly supports volunteers and students. The setting receives support from the area Special Educational Needs Co-ordinator (SENCO) and the local Early Years Development and Childcare Partnership (EYDCP).

### What the setting needs to do to improve further

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

- improve the educational programme in all areas of learning by providing well-planned, challenging and purposeful play through a balance of adult-led and child-initiated activities.
- improve the supervision of staff to provide support, coaching and training for the practitioner and promote the interests of children.

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

- improve systems to monitor the educational programmes to enable children to make the best possible progress
- improve the two-way flow of information with parents by keeping them informed of any maintenance and work on the property.

### Inspection judgements

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

Children are offered and learn from a sound range of play opportunities, which help them progress steadily towards the early learning goals. Staff have a satisfactory knowledge and understanding of how children learn. Staff adequately question children to help them think things through for themselves. Staff undertake sound observations and assessments that show children's starting points and their next steps. However, these observations are not used consistently to plan challenging activities to help children make the best progress. Children with special educational needs and /or disabilities make sound progress as staff support them and work closely with outside agencies.

Staff engage well with parents and request they contribute to their child's initial assessment. This supports satisfactory partnership with parents. Children are interested in their friends and join in play with them. Children sit together in small groups in the sensory room, talking about their favourite things and the most special people in their lives. Children show affection towards each other and staff, they cooperate as they roll a small ball to each other and talk in small groups.

Children listen as staff talk to them and read stories. Children enjoy singing and music. They understand more complex sentences, as staff say 'Lets clear away before we go into the sensory room'. Children are confident in their physical skills, they move freely with pleasure and confidence. They enjoy outdoor play in the large garden with a range of wheeled toys and climbing toys. Staff provide opportunities for children to experiment with early writing skills as they paint skilfully handling paintbrushes as they create pictures.

Children begin to use mathematical language as they sing number songs and use some language in their play to describe quantity, such as 'more' and 'a lot'. Children learn about others in the community as they visit places in the local area, such as parks. They have access to a suitable range of programmable toys. Children express their ideas through painting and some role-play activities all of which helps them prepare for school.

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

Staff have established a sound key person system which supports children in settling in to the nursery and feeling safe and secure. This helps promote their physical and emotional well-being and independence. Staff are adequate role models as they develop warm and caring relationships with children and work well as a staff team. Children behave well and learn boundaries of behaviour. Children are supported well by staff who are employed specifically to support children on a one to one basis when needed.

Children learn about differences through some toys that provide positive images of diversity. Staff promote children's understanding of the world as they explore different festivals. Children learn about hygiene routines as they wash their hands before eating and after using the toilet. Resources are sound and support children to learn and develop. Toys are easily accessible in each playroom, which helps children to make choices. Children learn about healthy lifestyles as they are offered foods that are nutritious and healthy and enjoy outdoor play and exercise. Staff help children learn to keep themselves safe on outings as they practise road safety. They are learning how to play safely in the

playrooms and in the garden.

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

Leadership and management is adequate, children are soundly supported to learn and develop. Staff work well to support children with special educational needs and/or disabilities. They liaise effectively with external agencies to meet children's needs. Parents are adequately informed of their child's progress and view children's records.

The inspection was brought forward following an investigation by Ofsted about the temperature of the premises and the effectiveness of risk assessments to ensure appropriate temperatures are maintained. Ofsted issued a notice to improve and monitored the provision. The provider complied with the notice and Ofsted closed the case. This inspection found that temperatures are maintained at a suitable level, and additional loft insulation has been fitted to improve heat loss. The provider carried out a risk assessment before work commenced. However, they did not inform parents of the renovations to reassure them of their children's wellbeing.

Children are safeguarded adequately as staff have a suitable knowledge and understanding of safeguarding procedures, so are able to identify concerns. Staff undertake risk assessments so that any dangers to children can be removed. Staff are supported adequately in their professional development, so make some progress in their performance. However, this is not consistent and does not identify where staff need additional training or support. The manager carries out yearly appraisals and speaks to staff when needed. Sound self-evaluation helps the manager and staff team to make improvements, such as plans to equip the garden more fully to support children's play and learning. However, systems to monitor the educational programmes are not robust, to enable children to make the best possible progress.

## 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

<b>Unique reference number</b>	EY389953
<b>Local authority</b>	Havering
<b>Inspection number</b>	910201
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Toddle-Inn Limited
<b>Date of previous inspection</b>	01/10/2009
<b>Telephone number</b>	01708456123

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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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