

Toybox Day Nursery

The Grange, 70 High Street, Stotfold, HITCHIN, Herts, SG5 4LD

Inspection date

16/04/2013

Previous inspection date

08/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 well-established key person system ensures that all children form secure attachments with staff and their well-being is effectively promoted. As a result, children are happy, settled and build good relationships within the nursery.
- Children are offered a range of stimulating and interesting activities, across all areas of learning, because staff demonstrate a good knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. Consequently, children are supported in their learning through play.
- Children's language development is important to staff who are confident in extending their vocabulary through the early implementing of sign language. As a result, children communicate effectively.
- Effective systems for performance management and self-evaluation support staff in improving their knowledge, understanding and practice. Safeguarding and welfare requirements are met, which means that children are protected.

It is not yet outstanding because

- There is scope to develop the larger outside area, for older children, to promote a more stimulating and well-resourced environment to enhance their learning.
- Children are not consistently reminded of the importance of effective health and hygiene practices. As a result, they do not always wash hands after catching their coughs and drinking cups are sometimes shared in the under two's age group.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the manager, area manager, staff, parents and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector observed a range of activities in all rooms and in the two outside areas of the nursery.
- The inspector looked at a selection of policies, procedures and photographic learning journals showing children joining in with different activities.

Inspector

Jo Rowley

Full Report

Information about the setting

Toybox Day Nursery was registered in 2008 and taken over by Treetops Nurseries in 2013. It is one of 34 privately owned day care settings operating under this provider across the country. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. The setting is situated in a converted building which has been adapted to meet the needs of children. Young children under two years are cared for on the lower floor which has three rooms, sufficient toilets and nappy changing facilities. The main office and kitchen are also on the ground floor. Older children aged two and above are cared for in three rooms on the first floor with their own nappy changing and toilet facilities. Children have access to two separate enclosed outdoor play areas.

There are currently 104 children in the early years age group on roll. The nursery is open from 7am until 7pm Monday to Friday, all year round, with the exception of bank holidays. The setting is registered to receive government funding for two-, three- and four-year-olds. There are effective arrangements in place to support children with English as an additional language or children with special educational needs and/or disabilities, if required.

There are currently 21 members of staff employed to work directly with children within the setting. The manager holds a level 6 qualification and 19 staff hold a level 2, or above, childcare qualification. Two staff have Early Years Professional Status and one has Qualified Teacher Status. In addition, the nursery is supported by an early years advisor.

What the setting needs to do to improve further

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

- enhance further the outside area for older children, to provide a more stimulating learning environment

- develop further routines which enable children to follow healthy practices, with particular reference to learning why we need to wash our hands after sneezing and the importance of not sharing drinking cups.

Inspection judgements

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

All children attending the day nursery are offered a range of interesting and exciting activities which engage them in their learning. Older children develop across the prime and specific areas of learning as they enjoy activities, such as 'gloop' where they explore and learn about the different textures this material offers. Younger children explore various ingredients happily with their whole bodies, such as when they play with baked beans, foam and flour. Staff use these opportunities to develop and encourage children's communication and language skills through the introduction of words, including slimy, squidgy and sticky.

All areas of learning are equally promoted throughout the nursery with an effective focus on the prime areas for children under three years old. Staff skilfully teach babies from a young age to communicate through sign language with even the youngest of children signing please and thank you naturally. Staff observe children's learning and demonstrate a good understanding of the Statutory framework for the Early Years Foundation Stage. Children throughout the nursery are motivated and enjoy their learning. In the pre-school room children wear their uniform with pride and have fun creating their own games and ideas with staff effectively supporting and joining in with these. For example, children initiate the building of their own train using cardboard boxes. They then create a story about where the train is going to take its passengers and what it will collect on its journey. Staff enthusiastically join in with the children and very quickly all are highly involved in expressing their own ideas, taking the story further. As a result, children's imaginations are fully promoted, their language is encouraged and their self-confidence is emerging.

Older children's early writing skills are developing well and evidence of this is displayed in the pre-school room. They have independent access to a range of resources and they are encouraged to write their names on their work with clearly labelled drawers to keep their individual pictures in. Consequently, their sense of belonging is promoted and they are better prepared for moving onto school. All children are effectively challenged with older children questioned appropriately by staff to encourage their thinking further. For example, as a group of children use a range of shapes, a member of staff asks probing questions. She encourages them to guess how many sides they have, what else they can find in the room of the same shape and what the difference is between two shapes.

The children's next steps in their learning are incorporated into daily activities through effective observation, planning and assessment systems. Staff use the many observations they make to effectively plan for children's individual learning. As a result, their needs are promoted and children are working comfortably within the typical range of development expected for their ages. Staff work with parents to find out children's starting points and where they believe their children are in their learning. Additionally, a range of settling-in visits are planned as children start at the nursery and when they move into a new room. Children's progress is shared regularly with parents and parents speak of how well informed they are with opportunities to attend regular parent consultations and daily feedback sheets. Furthermore, parents' observations of their children are encouraged to promote a consistent approach to children's learning.

Children's physical development is promoted because the nursery provides free flow opportunities where all children are able to choose inside or outside play. Younger children have their own well-equipped and stimulating area, which is part shaded, enabling them

to play in all weathers. Staff provide a range of resources which includes a comfy story area as well as musical instruments and water play. This ensures that children are fully engaged in a variety of interesting activities, promoting their learning and development. Older children use the larger outside area and take part in activities which develop their physical development as well as their interests. An example of this is where children enjoy digging in the gardening area as they look for worms. However, the larger of the outside areas is not as well resourced or as stimulating as the smaller area and, therefore, older children's learning outside is not as effective.

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

Children feel safe and secure at the nursery because they have formed strong bonds and attachments with staff. The effective key person system ensures that children build good relationships and this is demonstrated as young children go to staff spontaneously for cuddles. Staff are deployed well and work together to ensure that children are happy and well cared for. The nursery chef provides a range of healthy meals and snacks whilst ensuring that children with specific dietary needs have their individual requirements met. Children's independence in all age groups is encouraged with older children serving their own meals and pouring their own drinks while younger children are able to access drinking water at all times. However, staff do not consistently remind children of the benefits to being healthy, with regard to some aspects of their personal hygiene. This means that children do not always learn the importance of hand washing after coughing and sneezing or about not sharing drinking cups.

Children behave well at the nursery and staff set good examples as they model appropriate kindness to each other, promoting 'kind hands' throughout the setting. Older children are encouraged to behave appropriately as staff reinforce the nursery rules. Children are regularly praised for good behaviour, for example, the pre-school have a 'wow' tree. This is used to celebrate children's actions, such as for specific kindness towards their friends, remembering their manners or quite simply for helping others. The children's names are displayed on leaf and hand prints and their parents are encouraged to celebrate this with them, promoting their self-confidence. Children are well prepared for the next stages in their learning because they are supported in the transitions from home to nursery and between nursery rooms. For example, key person staff work closely with parents during settling-in periods to ensure that children feel safe and secure.

Children develop an understanding of risk as staff gently reminded younger children of the importance of not climbing on resources. Furthermore, older children take responsibility for the safety of their peers. For example, children are given health and safety responsibilities to walk around the nursery, with staff, wearing safety hats and jackets to look out for any potential dangers. Consequently, all children are developing an awareness of their own safety. Younger children and babies settle well because staff are familiar to them. Their early exploratory and inquisitive natures are encouraged through a range of resources, including treasure baskets filled with various items, such as, wooden, plastic and tin material. Local outings and walks in the local community ensure that children have regular opportunities for fresh air and exercise. Consequently, their overall well-being is promoted.

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

Staff are aware of their individual roles and responsibilities within the nursery and the manager leads the team effectively. The robust recruitment, induction and performance management systems ensure that the strengths of staff members are valued and acknowledged. Individual targets to identify any areas for improvement are discussed and management ensure that staff have the required clearances to work directly with children. Staff know the procedures to be followed in the event of a child protection concern and most staff have completed basic safeguarding training. Additionally, the manager and deputy have both completed designated safeguarding training and take overall responsibility within the nursery should concerns arise. Children receive care in a safe and secure environment which is kept clean and well maintained. Appropriate staff ratios are maintained at all times and staff are deployed effectively to ensure that children's needs are met. As a result, the safeguarding and welfare requirements are met and children are protected.

Effective systems, in line with Development matters in the Early Years Foundation Stage, mean that staff observe, assess and monitor children's progress to ensure that they are developing accordingly. As a result, staff have a clear understanding of any groups of children that may be below expected levels of achievements, consequently, interventions are pursued and gaps closed. Staff have built strong relationships with other settings that children attend and use communication books and discussions to promote a consistent approach to children's care and learning. Furthermore, staff work closely, when required, with outside agencies, such as the local children's centre, to effectively support children and their families. Self-evaluation is an ongoing tool which is used by all staff to monitor and evaluate progress within the nursery. This is discussed at staff meetings and incorporates the views of parents and children to ensure that any required improvements are effectively implemented.

Parents play an active role in their children's learning and make a strong contribution to their child's time at nursery. As a result, partnership working with parents is good. Parents speak highly of the recent changes which have impacted positively on the relationships they have with staff and their child's key person. This means that they are better informed and feel more involved in their children's learning. Staff create a warm and welcoming environment where children are safe and secure. They work well together ensuring that they are meeting the learning and development requirements of each child.

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 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	EY387116
Local authority	Central Bedfordshire
Inspection number	908690
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	104
Name of provider	Toybox Day Nurseries Ltd
Date of previous inspection	08/10/2009
Telephone number	01462 734306

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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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