

# Toye Box Early Years Centre

Maurice Toye House, 27 Middle Hill, ALDERSHOT, GU11 1PL

## Inspection date

02/10/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Staff are sensitive and children form secure emotional attachments, providing a strong base for children's learning and well-being.
- Tailored support is given to each child. Children make good progress given their starting points, including children learning English as an additional language.
- Staff work closely with other professionals involved in children's care to meet each child's individual needs well including those with special educational needs and/or disabilities.
- A rich and varied learning environment sparks children's interest and enthusiasm to play and explore.
- Management effectively oversees the robust systems for the safe and successful running of the pre-school and brings about continuous improvements for children.

### It is not yet outstanding because

- Staff forge strong links with parents and keep them informed of their child's progress, although staff provide less information of how parents can continue their child's learning at home.

## 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 indoor and outdoor play areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documents including children's records, risk assessments and policies and procedures.

## Inspector

Jacqueline Munden

## Full Report

### Information about the setting

Toye Box Early Years Centre pre-school registered in 2009 and recently re-registered as a limited company by guarantee. It is one of four settings owned and managed by Aldershot Garrison Pre-School Settings. It operates from the Toye Box Early Years Centre in Aldershot, Hampshire. Children have access to four playrooms all on the ground floor and an enclosed outside play area. Children come mainly from the service families in the local area and attend for a variety of sessions. The pre-school is open each weekday from 8.30am until 11.30am and noon until 3pm, term time only. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 125 children on roll, all of whom are in the early years age group. The pre-school accepts children from the age of two years and is registered to provide funded early years education for children aged two, three and four years. The pre-school supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are 14 members of staff including the manager. Of these, 12 hold a relevant childcare qualification at Level 3 and two hold a foundation degree in early years.

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

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

- increase the information provided to parents explaining how they can help their children to make progress at home to enhance children's learning and development.

### Inspection judgements

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

Children are excited to see staff and their friends as they arrive and quickly immerse themselves in their play. The enthusiastic staff have a secure knowledge of how children learn and support children well in their chosen activities. As a result, children are interested and motivated to learn. Staff make a wide range of rich and varied activities and resources available at all times. Children are confident in exploring these, which means they take the lead in their learning and enjoyment. For example, children develop control of their bodies as they carefully stand the skittles. Staff take opportunities as they arise to promote children's interests and skills further by stepping in when appropriate. Staff encourage children to knock the skittles over with the ball. They talk to children about what they are doing so children learn the words for the toys they are using. Staff demonstrate how to roll the ball and point to each skittle as they count how many have been knocked down. Children learn counting skills as they copy staff and count the

skittles. Children show great excitement and cheer as they take turns with their friends. They experiment, using balls of different sizes, and use their kicking skills to make the ball hit the skittles.

Staff use good teaching techniques and deploy themselves effectively. They focus on building children's confidence while developing their language skills. Staff use a good balance of planned activities successfully to promote children's learning. Key group times help new children to get to know each other and the staff. Staff use a soft toy character to engage children as they show pictures to help children learn the rules, including using listening ears and kind hands. Children are engrossed and eagerly lift their hands to demonstrate their understanding. Staff recognise the children's different abilities and plan according to their development levels.

Staff regularly evaluate their practice and the activities they provide to make sure they are helping children to learn. Children with special educational needs and/or disabilities receive effective support according to their needs, as agreed with other professionals involved in their care and learning. Staff use pictures to show the routines and Makaton signs with children that have communication difficulties. Staff support the high number of children learning English as an additional language very well. They learn and use words in children's home languages so children are secure in using their first language and feel valued. Staff help children to learn English through lots of discussion and using pictures and photographs to aid their communication. As a result, children learn English quickly, which helps them to progress well in other areas of their learning and development.

Staff make accurate assessments of children's learning and development. They devise targeted plans of how to help children progress in relation to their starting points and ongoing needs. They share the plans with parents in their child's written development records and through the assessment made when a child is aged two years. Staff are active in finding ways to further involve parents. They chat daily to keep parents informed of their child's achievements and the steps they plan to help children move on. Parents enjoy the monthly progress book and many contribute to them, informing staff of their children's interests at home. However, staff provide less information to help parents know how they can support their child's learning at home to fully promote children's progress.

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

The effective key person system plays a key role in ensuring all children are happy and settled. Staff have a good knowledge of the children's backgrounds, the professionals involved in their life, and the children's specific needs. Staff support children's emotional wellbeing effectively. The majority of children are from families whose parents are in the military. Staff are sensitive to the added stresses that this can bring. They help children to make recorded messages and send them through the internet to parents who are away on operational tours. Children relish looking at and talking about the displays of photographs of the children and their families displayed in the pre-school. As a result, children display a great sense of belonging and confidence. Staff adapt the routines to meet the needs of the two-year-old children. Their group times are shorter to meet their shorter attention

span and they come together for snack time, for example, to make sure they receive the best possible support. Older children are able to decide when to have their snack, which helps them become independent.

Children spend much of their time outdoors, which helps promote their health and wellbeing. They build strong muscles as they use the equipment. They lie across the balance boards and push with their legs to make them spin around, for example. Staff teach children about healthy lifestyles well as they talk about foods that are good for them and staff encourage the children to drink frequently so they remain healthy. Children follow effective hygiene routines, washing their hands before eating and putting their hands over their mouths when they cough. Staff teach children how to keep safe as they explain the importance of sitting down when they come down the slide. Staff provide a stimulating environment where children can play and learn. The rich and varied play areas, with well-chosen play resources, support all areas of children's learning and development. Staff make sure all children can reach all the equipment and that it meets their developing needs.

Staff are good role models helping children to learn good manners and to respect each other. Most children respond well to the consistent reminders to share and take turns and those still learning are supported kindly and calmly. Staff prepare children well for the move to school and for their future learning. This is because children learn positive skills and attitudes to exploring and learning, build friendships and learn to take care of themselves. Staff form strong links with schools whose teachers visit to read with the children prior to attending the school.

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

Arrangements for safeguarding children's well-being are robust. Management has a secure understanding of the safeguarding and welfare requirements. The manager and her staff team respond promptly and effectively to any concerns that arise, working with outside agencies where necessary. All staff have a secure knowledge of the child protection procedures to follow should they have a concern regarding a child. They update their child protection training regularly to ensure they operate in line with current guidance. The implementation of vigorous procedures when recruiting staff and their ongoing supervision helps to ensure the suitability of all adults involved in the pre-school. All staff undergo a thorough induction including informing them of their roles and responsibilities in helping to protect children.

The manager and staff team have a secure understanding of the learning and development requirements. The manager is introducing a computerised tracking system to enhance the way she monitors the progress children make. Staff appraisals are used to target their ongoing professional development. Staff attend training to increase their knowledge and skills including the use of Makaton signs to aid their communication with children. The staff team evaluates all aspects of the pre-school and makes improvements to benefit children. The manager welcomes feedback from parents and the local authority

to help her form an action plan.

Staff develop strong partnerships with parents, which benefits children greatly. Parents report their children are making good progress in their learning and development. Parents comment that children have settled quickly and look forward to coming to pre-school and those children learning English as an additional language are speaking many more words in English now. Staff work closely with other professionals and agencies involved in children's care and learning to deliver a consistent approach. This has a positive effect on each child's welfare 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 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>	EY447664
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	907837
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	125
<b>Name of provider</b>	Aldershot Garrison Pre-School Settings
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01252325307

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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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