

Toybox Great Denham

90 Saxon Way, Great Denham, Beds, MK40 4GP

Inspection date

Previous inspection date

02/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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 thrive and they make excellent progress because they are supported by members of the team, who are highly skilled and experienced in promoting children's learning and development.
- The quality and consistency of teaching is exceptional as staff have an excellent knowledge of how children learn. This is supported through precise and thorough assessment. This is purposefully used to ensure that planning is precisely tailored to individual children's learning needs.
- Children's well-being is supported extremely effectively through the key person approach. Babies form strong attachments and bonds as staff acknowledge that emotional security is vital for children to flourish.
- Partnerships with parents are extremely well developed, ensuring that children requiring additional support or challenge receive focused input, in order to make significant strides in all areas of their learning and development.
- There is an excellent hard working senior management team in place. Evaluation involves all those involved in children's care. It is rigorous and is purposefully used to set clear and achievable action plans.

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 throughout the nursery both indoors and outdoors. She engaged in children's imaginative play and spoke to them at appropriate times.
- The inspector carried out a joint observation of the indoor and outdoor areas with the manager.
- The inspector spoke with the registered providers, the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.

Inspector

Maura Pigram

Full Report

Information about the setting

Toybox Great Denham was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Great Denham, Bedfordshire. The nursery is privately owned. It serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and four hold Early Years Professional Status. Of these, two hold Qualified Teacher Status.

The nursery opens Monday to Friday, all year round apart from bank holidays, from 7am until 7pm. Children attend for a variety of sessions. There are currently 37 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance children's highly effective learning further by ensuring that the outdoor area is reflective of the wide range of experiences offered indoors.

Inspection judgements

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

Children are at the heart of this vibrant and stimulating nursery. Staff are extremely secure in their knowledge of the Early Years Foundation Stage. Many of the staff are highly qualified and have a broad range of experience, resulting in them having an excellent understanding of how children learn and develop. Staff take valuable time to get to know each child very well from the moment that they start at the nursery. Starting points and interests are discussed with parents on entry and at very regular intervals. The planning of activities is very closely tailored to children's interests and their learning needs. As a result, children are highly motivated, eager to learn and they are striving to reach their full potential.

Observation and assessment of children's progress across all areas of learning and development are sharply focused. Staff carry out detailed summaries of each child's

progress on a regular basis. This includes the progress check at age two, as and when the need arises. They accurately track and monitor each child's progress and share this with parents, carers and other professionals, as and when necessary. This means that there is a continuity of care and learning between all those involved in children's learning and development. In addition, staff can monitor and identify areas where individual children may not be achieving as well as they should or where children, who excel in some aspects, may require additional challenge. As a result, any necessary support or challenges can be swiftly implemented, so that children's all round development is rapidly supported.

The quality of teaching is exceptional as staff have an extremely high level of knowledge and understanding of how children learn. They channel children's interests and ideas very effectively. Comments and conversations from parents about their children's interests spark off exciting activities. For example, children's interest in fish promotes the development of an imaginative rock pool. Staff facilitate children's learning as they become engrossed in the decisions to be made. During this time, language skills are particularly well supported. Staff work hard together using a varied range of techniques, so that children rapidly become confident to express themselves. Children work cooperatively together, problem solving as they go along deciding about materials, which they will need to create their rock pool. Staff are very skilled in questioning, they extend children's thinking skills and encourage their communication during the highly stimulating project.

Children have free access to outdoors. Older children love 'flying' in the wonderful metal aeroplane structure. A child acting as the pilot asks all passengers to 'do their seat belts'. They rock to and fro on the aeroplane as they fly off on an imaginary adventure. Excellent staff interaction extends the children's learning as she asks open-questions throughout. Great excitement occurs as the children express their imaginative thoughts. This effectively supports children's listening and communication skills as well as their physical skills as they climb in and out of the aeroplane. There are plans to further develop the outdoor area, so that it offers rich and varied learning opportunities, such as those offered indoors. These plans include the provision of signs, numbers and materials for imaginative play and younger children's exploration of different types of surface to further promote their enjoyment and learning.

Staff use a range of strategies to promote all children's communication skills, including baby signing and sign language. They use songs and rhymes alongside these, so that children can learn to express their thoughts and preferences. Staff skilfully use facial expressions, eye contact and a change in voice to encourage children's language skills. Children's home languages and cultural backgrounds are valued and acknowledged. Staff obtain key words used at home and use these during the child's day to help them understand. In addition, staff actively refer to guidance to further help them in supporting children acquiring English skills. This has a positive impact on children's learning and their self-esteem and contributes effectively to helping them achieve.

Babies and toddlers thoroughly enjoy their activities. Staff use baby signing within the setting, reducing frustration and upset when younger children communicate their needs before language is fully developed. Staff sit on the floor, ready to interact and support the

children as they wish. Low-level resources enable them to make their own choices indoors and outdoors. A young toddler delights in discovering how to use a wheeled toy to aid emerging skills, such as standing and walking. Much praise is provided, so that children develop high levels of self-esteem. Another toddler's interest in cars is used to skilfully introduce new words, so that they make links in their learning. Sensory items, such as natural resources and home items are very well used to extend young children's overall development. Recently, children enjoyed exploring various sizes of 'ice balls'. This further contributed to children's learning and the introduction of new words.

Older children's interests in traditional stories are extremely well supported. For example, an avid interest in a well-known story leads to stimulating play in the home area and drawings are displayed to reflect children's detailed thoughts about the story. Another interest in 'posting letters' drives an activity of children writing and posting letters to their parents. Great excitement occurs as children concentrate on their efforts. They seal their 'letters' in envelopes, apply a stamp and use the nearby post box to post their letters. In addition, parents are encouraged to respond in writing to the letters their children send home. This further supports the children's communication skills. This activity based on children's interests creates a wealth of learning opportunities, such as early writing skills and knowledge about the wider world. Baking is often carried out with all children. This introduces children to mathematical concepts, such as weighing and measuring. For example, they enjoy rolling pastry and mixing ingredients for fruit pies, which they enjoy for tea. Even younger children take part in this activity, so that their early numeracy skills can also be developed.

Staff work exceptionally well with parents and carers to involve them in their children's learning and development. They inform parents about their child's interests and achievements. Staff invite parents to contribute their ideas for activities, which will promote these further. For example, a child shows great interest in books. A parent suggests using a low-level basket similar to one used at home for the storage of books in the cosy baby area. This promotes a shared approach to reflecting on the importance of what children learn at home, as well as in the nursery. As a result, young children feel comfortable as their interests at home are mirrored at the nursery. This promotes children's independence and their personal, social and emotional development extremely well.

Children are encouraged to develop a thorough understanding of phonics and parents are fully involved in the process. This further supports children's language development. Parents of pre-school children speak highly about their children's progress and the staff's input to their exceptional development. For example, they say that their children have 'blossomed' since starting at the nursery. Another parent states that during the sharing of books at home, their children often repeat phrases heard at nursery, such as 'shall we turn the page, what do you think will happen next'? This demonstrates that staff are engaging with children at all times to help move their language and communication skills forward. Older children register themselves each day, selecting their name cards and displaying them on arrival. Children's work displayed shows that their writing skills are actively supported through activities that interest them, such as drawings and written comments about their favourite traditional stories. Overall, children are extremely well prepared for their future learning when they start nursery or school.

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

Children feel extremely happy and secure because the nursery establishes positive and trusting relationships with parents and children from the start. As a result, children forge very strong relationships with the staff and their key person. Staff have an in-depth knowledge and understanding of the importance of personal, social and emotional development. They give this utmost priority, so that children can flourish. Staff understand the importance of flexible routines for babies and young children. For example, even the youngest child is given a choice in their sleeping preferences, choosing between cots or cosy sleep mats. In addition, self-soothing is effectively promoted by the highly skilled staff. They are very sensitive to children's individual needs. As a result, children form a strong base for managing their own emotions. This supports children's personal, social and emotional development.

The extremely effective key person approach is supported very well through detailed discussions with parents about routines, very good ongoing information gathering and a timely, sensitive approach to settling-in sessions. The move to the next room is seamless because the importance of the key person approach throughout is recognised. In addition, children often visit other rooms to play and to have meals together. This means that strong relationships can be formed. Also, siblings have an opportunity to see and talk to each other.

Children develop a strong sense of belonging. For example, framed photographs of children engaged in activities with their friends and staff are displayed throughout the welcoming nursery. Parents share family photographs, which staff use to create a 'special book about me'. This further contributes to children developing a strong sense of belonging. Older children develop their independence in their self-care and confidently tend to their own needs. This is done in a purposeful way, preparing children for moving to school and developing their confidence and high levels of self-esteem.

Children are helped to develop very good levels of negotiation and consideration for each other. They are helped by staff to take turns and to share. An introduction of a large sand-timer helps younger children understand the concept of time, so that incidents of conflict are resolved. Children know how to use the broad range of high quality resources with care. They help each other during their play, for example, as they help each other to climb on and off the aeroplane. Children can freely access equipment to further their enjoyment and learning. They have an excellent understanding of keeping themselves safe. For example, staff take photographs of the local area and effectively use these to help children risk assess outings. Minor accidents and injuries to children are managed efficiently by staff, who hold appropriate first aid qualifications.

Children's health and well-being is very effectively supported. Staff sit with the children and also have their meal with the children. They are excellent role models, effectively promoting good social skills and independence skills. For example, even young children, such as toddlers pour their own drinks and serve their own meals as well as pre-school children. Older children make their own snacks. They harvest fruit and vegetables grown

in the garden and use these in their meals. This effectively promotes children's understanding of healthy eating. Babies self-help skills are well supported. They tuck into their freshly cooked meals and learn to feed themselves during a relaxed and social occasion. Specific dietary needs and any medical need are discussed in depth with parents, so that children's health is always maintained.

Children have excellent opportunities for plenty of fresh air and exercise as they access the outdoor area on a daily basis. They are able to move freely between the indoors and outdoors. Older children enjoy exploring the large outdoor space. They play and explore as they dig in the designated growing areas. They love exploring with foam and have great fun helping staff to create images of themselves in the foam tray. Lots of laughter follows as they say 'look, it's me with my curly hair'. Children take great delight in showing visitors how they can balance and use 'balancing bikes' successfully. Younger children investigate discovery toys, including sensory resources. They push wooded wheeled toys up and down and learn to practise emerging skills, such as crawling and standing. The local environment is well used with visits to the nearby park and walks within the community offered. The surrounding environment is continually developing and staff make very good use of this as spontaneous learning opportunities for the children. For example, great excitement occurs when a digger is spotted. Children and staff become animated, adding to children feeling happy and secure.

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

The providers have a robust understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. They monitor the children's learning exceedingly well and act quickly on any identified areas to develop. They are passionate about offering high quality care and strive to enable each child to reach their full potential. The nursery is exceptionally well organised with highly qualified and experienced staff working alongside children and those less experienced. This means that they are good role models for high quality of teaching and learning, to facilitate children's excellent progress.

Arrangements for safeguarding children are strong and embedded in practice. The provider strives to have a close partnership with other professionals, so that children's welfare and safeguarding is protected and early support is quickly provided. All staff have a very secure understanding of their responsibilities to promote children's safety and welfare. They are supported by clear policies and procedures. This supports children's safety, well-being and development very well. Recruitment procedures are secure and selection systems are highly effective in building a strong team whose qualifications and talents support each child in their learning and development. Training is highly valued and staff regularly update their professional development and share good practice. For example, many of the staff have successfully completed a higher qualification in childcare. In addition, some other staff have expressed interested in completing this award. This has a positive impact on children's care and learning contributing effectively to children making excellent progress in their development.

Clear supervision and regular appraisals support staffs desire for continual professional

development. The nursery operates in excess of the minimum staffing ratios, in order to support children's learning and safety very effectively. Risk assessments are thorough and any issues highlighted are carefully discussed, implemented and monitored. This ensures positive steps are taken to ensure children are safe at all times. For example, parents and staff gain entry through finger print recognition. The use of security cameras provide excellent reassurances for the monitoring of all areas to ensure children are safe at all times. Staff understand their roles and responsibilities and ensure personal possessions, such as mobile telephones are left in their lockers before they start their duties.

Ongoing and thorough self-evaluation includes the views of staff, parents and children. Everyday practice is regularly reviewed, so that areas to develop can be discussed and implemented. This means that staff and managers can be fully reflective in what they offer children. For example, some photographic frames have been placed at low-level, so that children's self-esteem is further supported. Parents contribute their views through the completion of detailed questionnaires and children's developmental records. They express appreciation of what their children achieve and the skills they are developing for the future.

Partnerships with parents and others means that children's needs are supported very well. Parents are very involved and extremely well informed about their children's care and education. For example, parents are provided with purposeful information about safeguarding their children and relevant information to help their children's learning at home. They regularly discuss their children's developmental records and their views are acted upon swiftly. Parents and carers spoken to at the time of the inspection were extremely happy with the progress their children are making and the care that they receive.

The nursery is currently exploring other opportunities to involve parents further, for example, by introducing a parent forum and offering advice and support workshops related to their children's care and education. This shows that the nursery is continually reviewing how to drive themselves forward to benefit children and their families. There are no children attending, who attend other provisions. However, positive steps have been taken to build partnerships with schools where children may attend in the future. In addition, pre-school room staff ensure they have up-to-date information about different teaching methods used at school, so that they can fully support these. As a result, children are extremely well prepared for future learning when they start school.

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	EY462893
Local authority	Bedford Borough
Inspection number	911543
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	73
Number of children on roll	37
Name of provider	Toybox Great Denham Ltd
Date of previous inspection	not applicable
Telephone number	01234 860500

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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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