

Toybox Pre School Group

Sports Field, Handford Hall Primary School, 44 Gatacre Road, IPSWICH, Suffolk, IP1 2LQ

Inspection date

16/12/2013

Previous inspection date

30/11/2012

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 requires improvement

- Children are happy, settled and form secure attachments with their key person, which helps them feel comfortable and safe.
- Children's communication and language skills are promoted well and as a result, they are becoming confident communicators given their individual starting points and capabilities.
- Free-flow play is offered throughout the session and easily accessible quality resources are available which mean children can initiate their own play.

It is not yet good because

- Children's next steps in learning are not consistently supported because planning does not effectively reflect their individual needs to ensure children are routinely offered a good level of challenge.
- Opportunities for children to further develop their independence skills and make choices are not consistently supported. This is because the organisation of story time and lunchtime is not effective.
- The process for evaluating the pre-school is not embedded in practice and does not take into account the views of children and their parents. Arrangements to monitor the educational programme are not consistently focussed on improving the quality of teaching to ensure children make better than satisfactory progress.

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 children's activities, both indoors and outdoors.
- The inspector held discussions with the manager and talked to children and staff throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of documents, including policies and procedures, children's records, evidence of suitability of staff and recruitment procedures.
- The inspector took into account the views of the parents spoken to on the day of the inspection.

Inspector

Lynn A Hartigan

Full report

Information about the setting

Toybox Pre School Group was registered in 1991. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. It operates from a purpose built premises within the grounds of Hanford Hall Primary School, in Ipswich, Suffolk. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The pre-school opens Monday to Friday during school term. Sessions are from 8.30am until 3.10pm. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds.

The pre-school employs 10 members of staff. Of these, eight staff hold qualifications at level 3 and above. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school is a member of the Pre-school Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- ensure the organisation of the day does not impact on children's learning by; developing practitioners understanding of different ways in which children learn, with specific regard to group story time and lunchtime activities to ensure children's independence is fully supported.
- ensure regular and precise assessments are completed and used to support children towards the next steps in learning and consistently provide suitable activities that offer challenge to improve learning.

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

- make sure a process for self-evaluation is established to include the whole team, the views of the children and their parents and provide an overview of the strengths and weaknesses of the pre-school and focus on the quality of teaching to ensure good outcomes for all children.

Inspection judgements

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

Children make satisfactory progress in their learning and development in this welcoming pre-school. Staff provide children with a varied range of learning opportunities that cover all areas of learning, and understand how to support children to make progress. As a result, children develop the basic skills they need for school. Information, such as children's abilities and starting points are gained through meetings with parents. Children are observed and staff are able to discuss what they know about their key children. A new process to record and plan for children's development has recently been introduced. Parents are asked to contribute to their child's progress records as they can access these on-line. Staff hope this new process will encourage and involve parents further in their child's learning at home. However, these records are not yet consistent as children's next steps in learning are not always identified or recorded. Therefore, planning challenging learning opportunities to extend children's thinking and learning is not robust and requires improvement.

Staff support children's communication and language skills and all children communicate well including those with English as an additional language. The indoor learning environment is rich in signs and visual prompts for the children. For example, photographs are used to label resources. Signs are in dual language and children are familiar with Makaton as this is also used. Children excitedly sing and sign using gestures when rehearsing for the Christmas concert. They giggle and show enthusiasm as they join in tongue twisters, rhyming and repetitive stories and songs. The pre-school are part of the 'Every Child a Talker' programme and children's language development is fully supported. This supports and enables children to communicate their thoughts and feelings. Children demonstrate a love of books and sit in the cosy book area reading and sharing stories with their friends. Children engage in many role play activities and use their imagination as they play well together. They enjoy dressing up and washing their 'babies' in the water. Quality resources are available to them and staff provide further resources to support child-initiated play. For example, flannels and brushes are offered to assist the dolly washing.

Staff promote children's personal, social and emotional skills appropriately. Children happily help staff tidy away and take care of their toys and environment. They help one another, for example, getting chairs for their friends so that they can sit together. Children are fully supported to participate in outdoor play and can make choices as to where they play throughout the session. Children are confident, ask questions and are inquisitive learners. For example, they show interest in visitors to the pre-school introducing themselves and ask questions about the inspection.

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

Children have made secure emotional attachments with their key person. They are welcomed into the pre-school with a smile and a cuddle. Children are able to bring their

comforters from home to help them settle. Settling-in sessions are arranged to suit each child and family. Appropriate information is in place before a child starts pre-school as discussion takes place with parents regarding their child's abilities and routines. Children demonstrate that they feel safe as they are confident and happy approaching staff when they need assistance. Children are gaining an awareness of how to keep safe. For example, children are reminded to use 'indoor' feet when they run into the playroom from outdoors. Staff explain why at their level of understanding, for example, so as not to trip or bump their friends. Discussion during daily routines reinforces children's understanding of staying safe, such as washing hands after using the bathroom. Planned visitors to the pre-school and activities about people who help us also supports children's understanding of staying safe. Children have made friends and play well together. They show kindness toward one another and are polite. For example, offering trains to their friends who join in their game and saying 'thank you' without prompting. Staff are positive role models and speak affectionately to the children. Good staff to child ratios mean children are supervised well. Children's behaviour is generally very good. Children who experience behaviour issues due to their developmental stage, such as, unable to share or scratching or biting are closely monitored. They are reminded about kind hands and supported to understand acceptable behaviour. The staff work closely with children's parents to ensure a consistent approach is implemented.

Children enjoy fresh air and exercise regularly as they choose between indoor and outdoor play. They are beginning to understand the importance of physical exercise as they run at speed and ride bikes outdoors. Children exercise indoors as they join in music and dance sessions. They are learning about healthy and nutritious foods. For example, they enjoy fruits water and milk for snack. They are encouraged to bring a healthy packed lunch. In addition children are offered a hot lunch as the school kitchen provide meals for the pre-school. While children's well-being is supported as they are encouraged to take care of their own personal needs, the routine of providing lunch does not consistently support and develop children's independence, choices and decision making skills. For example, tables are laid ready for them and meals are served straight onto their plates without any consultation and food is cut up for them without any encouragement for children to try for themselves. As a result of the organisation of the session children also sit for some time at the dinner table waiting for the meal to arrive. Children become bored and fidgety as a result.

Children have a sound level of confidence as the staff help prepare them for them ready for school. They make their wishes known and will happily ask questions and for help. Children are learning to put their coats on, use the toilet independently and meet their reception teachers as they are invited to meet the children at pre-school.

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

Staff have a clear understanding of the safeguarding and welfare requirements. This means children's welfare is protected. They place importance on all aspects of safeguarding and most have attended training. The committee chairperson has a sound understanding and applies this when recruiting new staff members. This means that the

recruitment, interview and induction process is thorough. All necessary checks are complete before staff commence employment; this ensures they are suitable to work with children. Staff to child ratios are maintained well and as a result of appraisals, meetings and support from the newly recruited committee, members of staff are able to gain new and higher qualifications. This progress helps them develop skills and improve outcomes for children. The pre-school is bright and welcoming and quality resources and equipment are readily available. The secure entry system and completion of daily risk assessments mean children play in a safe and secure environment.

The majority of staff have relevant and appropriate early years qualifications and have a suitable understanding of how children learn and generally support them to make progress. Reviews are completed to ensure the educational programme cover all areas of learning. The managers do monitor the planning to ensure an accurate assessment of children's skills and development is known. However, since the implementation of 'Tapestry' a new on-line system, this has not been as effective. For example, not all children's next steps in learning are known and supported. A self-evaluation process is not robust or include the whole team, children and parents views. Improvement has been slow, for example, recommendations made at the last inspection have not been completely or successfully addressed in full. However, a newly appointed chairperson visits the pre-school daily and has a clear vision for future and continued improvements. She is able to discuss realistic and challenging developments for the pre-school and is motivated to ensure children receive a quality services.

Staff have established positive working relationships with parents and endeavour to ensure they feel inclusive. Parents are welcomed into the pre-school and speak with their child's key person daily; this effectively supports children's well-being. Discussions with parents on the day of inspection indicate that they are satisfied and happy with the service provided. The pre-school has developed some links with external agencies and local schools to identify and meet children's needs so that children who need it receive appropriate interventions and support. Children are confident and are sufficiently supported as they prepare for their next stage in 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	251699
Local authority	Suffolk
Inspection number	943582
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	48
Name of provider	Toybox Pre School Group Committee
Date of previous inspection	30/11/2012
Telephone number	01473 216477

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

