

Toddle In Nursery

Toddle In Nursery, North Valley Road, COLNE, Lancashire, BB8 9AG

Inspection date	19/02/2014
Previous inspection date	17/09/2008

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

- Teaching is good because staff have a good knowledge and understanding of how young children learn. This means they plan a range of activities that help children to make good progress in their learning and development.
- Babies and children's emotional well-being is well promoted. They have developed strong bonds with their key person who helps them to feel safe and secure in the nursery.
- Children's safety is well supported through the comprehensive and consistently applied risk assessments. Staff ratios and good deployment ensure children are cared for in a safe and secure environment.
- Partnerships with parents are strong. Staff obtain information from parents on starting, and keep them well informed so that they feel fully involved in their children's learning. As a result, information about children's needs and interests is shared and their needs are well met.

It is not yet outstanding because

- There is scope to improve the consistency of the assessment of children's starting points in the pre-school room.
- Opportunities to further promote children's independence at meal times are not always encouraged.

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 play and staff interaction.
The inspector spoke with the nursery owner, manager, individual staff and children
- at appropriate times throughout the inspection and carried out a joint observation with the nursery manager.
- The inspector observed children's activities throughout the visit both inside and outside.
The inspector examined documentation including a representative sample of
- children's records, policies, staff suitability, staff appraisals, planning documentation and training records.
- The inspector took into account the views of parents and carers spoken to on the day and from written comments.

Inspector

Sue Rae

Full report

Information about the setting

The Toddle In Nursery Ltd was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted chapel in the Colne area of Lancashire, and is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from three playrooms, two of which are on the first floor and there is an enclosed area available for outdoor play. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 and above. The owner is a qualified early years teacher.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.45pm. Children attend for a variety of sessions. There are currently 121 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 a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the consistency of the assessment of children's starting points in the pre-school room, to enable rigorous evaluation of children's progress overtime
- review and develop procedures at meal times in the pre-school room to ensure that children are able to be as independent as possible; by providing opportunities for children to serve themselves and pour their own drink.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person when children first attend provides a good base for establishing children's starting points in learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand

their needs well and meet them consistently. However, the information gathered to evidence children's starting points in the pre-school room is not always used effectively as it is in the other areas of the nursery. There is scope for the use of this information to be developed further to enable rigorous evaluation of the pre-school children's progress overtime. Staff have a secure knowledge of how children learn. Through individual planning and the clear identification of children's next steps by staff, children make good progress considering their starting points, age and capabilities. This information is also used to inform the required progress check at age two and is shared appropriately with parents. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Good quality information regarding children's needs and the activities they take part in are shared appropriately. Parents are actively involved in contributing to their children's development through daily discussions and regular parents' evenings. Parents can make comments and share what their children have been up to at home through social media and the parents' comments board, revealing further the interests of the children and their families. Parents can also share their likes or dislikes about the nursery and anything they would like to change.

All areas of the nursery are well organised to allow children to select activities for themselves. Inspiring displays of children's work gives them a sense of being valued resulting in their confidence and esteem being promoted. A well-organised balance of adult and child-led activities means children learn to explore, to think and learn to play together. Through social occasions, such as, lunchtime children develop their personal, social and emotional skills. However, not all opportunities for children to develop their independence at mealtimes are exploited. For example, they do not help prepare their snack, or hand it out, or pour their own drinks. Children are able to move around freely and have access to a well resourced secure outside space where they can use a wide range of toys and equipment to promote their physical development, which is progressing very well. They show confidence and an awareness of safety in exploring the outside space, balancing, climbing and riding bicycles. Babies clearly enjoy taking part in singing action and rhyming songs, as they enthusiastically move to the music, learning to make the sounds of the animals. Access to a range of writing materials allows all children to explore their early writing skills. Children confidently explore the flour and water as they investigate the texture and creatively use it to make pancakes. Children count confidently as they make cups of tea in the role play area. Children build and construct making towers and designing their own creations. Therefore, the mathematical skills of shape, space and measure are well promoted.

Children with special educational needs and/or disabilities who need additional help, as well as those who speak English as an additional language, are very well supported. For example, staff skilfully use pictures, props, symbols and sign language to reinforce communication skill. Staff are committed to ensuring that all children within the nursery receive the highest standard of care and learning. For example, regular meetings are held with parents, key persons, management and any other professionals involved with individual children, such as speech and language therapist, to review the effectiveness of interventions that are in place. Individual education plans are arranged for children with special educational needs and/or disabilities, highlighting the specific actions that need to be put in place to support a child and how this will be achieved.

Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Children develop their vocabulary using words such as 'yellow', 'round' and 'pancakes' as they enthusiastically paint. Babies move freely and confidently explore their environment. They use furniture to support their standing and the emergence of early walking skills. Babies have plenty of sensory opportunities to learn about their world. They freely explore and investigate the environment around them. Children inspect the musical drum, practising using their hands to make a banging sound, they listen as the drum plays the music, developing their listening and co-ordination skills. When staff read stories, children sit and listen and are interested to hear what happens next, their enjoyment and concentration is abundantly clear. These activities support children's early language development and literacy skills and promote their knowledge and understanding of the world around them. Children are active and animated learners, who are developing the skills and attitudes needed to prepare them for the next stage of their learning, such as moving on to school.

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

Staff are positive role models, who are calm and caring in all their interactions with children. They have a good understanding of appropriate expectations of children's behaviour, taking account of their individual needs and stage of development. They support children exceedingly well in developing their understanding of differences and of caring attitudes. Staff recognise and offer praise for their kindness and their very positive behaviour. The key person system is successful and ensures that children feel secure and safe, enabling them to confidently explore and develop their independence. The environment in each of the children's areas provides a very good range of age-appropriate toys, games and resources, which are easily accessible to children to promote their learning. All children show an extremely strong sense of belonging within the nursery and are developing an excellent understanding of how to manage risks and challenges relative to their age. For example staff support children to stay safe when using the slide. They encourage the children to wear high visibility-jackets to indicate who is on the slide. They explain that a timer is set to allow all children to have time on the slide. Staff explain the importance using the equipment safely to keep themselves and others safe. Children's physical development is supported very well. Staff support younger children as they take their first steps or refine their skills using furniture and soft play equipment. All children benefit from direct access to an outdoor play area. Here they enjoy a good range of activities, such as, hoops and wheeled toys, balancing planks on tyres and digging and planting activities. Their self-esteem, confidence and emotional security are well supported as staff acknowledge their individual needs and traits.

Behaviour across all age ranges within the nursery is excellent. Staff ably encourage children from an early age to develop an understanding of the importance of sharing and turn taking. They gently guide children as they talk about this, supporting them through distraction and encourage them to join in with other toys. Older children demonstrate their understanding as they get ready to go on an outing. They work together showing effective listening skills as they hand out and put on the high visibility jackets. Other children show how they work extremely well independently as they engage in practising their mark

making skills writing their names on their pictures. Children show a significant understanding of responsibility within the nursery as they confidently follow routines. They put on coats and hats before going outside to play and expertly tidy up at suitable times.

Children relish the excellent home-cooked meals, which are prepared on site. The appetising, nutritionally balanced meals take account of children's allergies and dietary requirements so that only suitable foods are offered. Snacks are equally healthy and ensure that children's energy levels are topped up as the day progresses. All children can help themselves to drinks throughout the day, helping to keep them hydrated. Children learn excellent self-care skills as they learn to be independent by putting on their own coats and choosing to play outdoors. Nappy changing procedures for babies and young children are unique to each child and staff are sensitive to their individual needs. For children at the potty training stage, staff work exceptionally well with parents and at the child's pace, sensitively assisting them to adjust to new routines. Staff skilfully support children's transition both within the nursery and to school. Transition within the setting is at children's pace, working in partnership with parents. Regular visits to the new room with their key person enables a bond to develop with the new key person. Staff support this as they make the move gradually, enabling children to feel comfortable and at ease. This means their emotional well-being is truly supported. Parents and children are well prepared for the next stage in their learning and development as the setting supports them in making the move to school. They develop confidence in various social situations, which prepares them for moving on. Good links with local schools ensures that children's interests and needs are effectively met. Links with other outside agencies are extremely strong.

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

Staff are confident in their ability to safeguard children. They know the procedures to follow and fully understand who to report any concerns to. The designated safeguarding officers provide leadership in this field. All staff complete safeguarding training and the owner and manager monitor their knowledge through questioning and discussion and at staff meetings. High priority is given to children's safety. Staff ratios are good and children are well supervised. Staff are sufficiently deployed throughout the nursery to ensure children's needs are effectively met. Comprehensive policies and procedures to promote children's health, safety and welfare are in place and successfully underpin the nursery's daily practice. A robust recruitment and vetting process is in place to check and monitor staff's suitability to work with children. All staff and students receive induction training and a checklist monitors that they have been informed of all the relevant policies and practices. A written risk assessment is reviewed annually and comprehensive individual risk assessments are carried out for new activities and each outing outside the nursery. Records of complaints are accurately recorded and effectively managed. Legally required records for children's welfare are accurately maintained, such as children's attendance records and medical records.

The management team have a detailed understanding of their roles and responsibilities

with regard to meeting all requirements of the Early Years Foundation Stage. Through effective monitoring of the educational programmes, the management team ensures that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. The staff team are continually reflecting on what they do to improve the quality of the provision. Appraisal sessions offer staff support and identify opportunities for professional development. Staff have good opportunities to pursue training and develop their professional skills. The self-evaluation processes identify the settings strengths and targeted plans are in place to secure further improvements. Staff, children and parents are involved in the process as their views are actively listened to and their ideas and suggestions are implemented.

Partnerships are very well established. Communication takes place between the nursery and external agencies supporting individual children on a regular basis. This ensures information is shared and promotes children's well-being and learning. Positive relationships with parents are well established, ensuring each child's needs are met. The owner and manager recognises the importance of these partnerships and continually strives to find new ways to encourage parent involvement. For example, the introduction of a parents' forum allows parents to have an active contribution in meeting the needs of the children who attend. Written and verbal feedback is positive as it indicates that parents are happy with the nursery and that the children enjoy their time there.

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	EY295524
Local authority	Lancashire
Inspection number	856422
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	87
Number of children on roll	121
Name of provider	Toddle In Daycare Nursery Limited
Date of previous inspection	17/09/2008
Telephone number	01282 866 100

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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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