

Toybox Day Nursey

393 Station Road, Stechford, BIRMINGHAM, B33 8PL

Inspection date

29/01/2014

Previous inspection date

21/08/2013

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

- Staff plan exciting and well organised activities for children through which they make good progress.
- The manager ensures all staff have a thorough understanding of safeguarding policies and practice so that children are safe.
- There is effective sharing of information with parents and they are involved in their children's learning.
- Children are very happy and secure at the nursery as staff meet all their needs and provide them with healthy food and lifestyle choices.
- Leadership and management is strong, which results in effective monitoring of all aspects of the provision and ongoing self-evaluation, leading to a strong drive for continuous improvement.

It is not yet outstanding because

- There is scope to extend the range of resources in the toddler rooms to further enhance children's learning.
- Children are not encouraged to serve themselves with food and drinks or learn to use knives at mealtimes to develop their independence further.

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 five of the playrooms, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager and the provider of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Toybox Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a detached building in the Stechford area of Birmingham. The nursery is one of two owned by a private provider. There is a ramp in place to gain access at the front entrance, and playrooms are located on the ground and first floor. The nursery serves the local area and opens Monday to Friday from 7am to 6pm all year round, with the exception of bank holidays. There is a large, enclosed outdoor area.

The nursery employs 14 staff who work directly with the children. All but three hold appropriate early years qualifications at levels 2, 3 and 4. Children attend for a variety of sessions. There are currently 92 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. It receives support from the local authority.

What the setting needs to do to improve further

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

- extend the already good resources, particularly in the toddler rooms, to further enhance children's learning
- encourage children to be more independent in pouring their own drinks, serving themselves with food and learning to use knives as well as forks to eat their meals.

Inspection judgements

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

The nursery is newly refurbished and extended and consists of six base rooms and two further rooms. Planning is very well organised in each room and staff work well together to base activities around each child's needs and interests. They record observations of children and use the information to plan effective next steps in their learning so that they make good progress. Regular assessments mean that staff identify and address any gaps in learning so that no child is left behind. Staff encourage parents to share information each day about children's progress and interests. They guide parents on how best to support children at home and involve them in play workshops so they see how children learn from play. This means that parents are fully involved in children's learning.

The baby room is very warm, cosy and welcoming. A wide range of resources is used effectively as staff interact with the babies and encourage them to crawl or walk and to try new activities. They enjoy the feel of paint on their hands and staff help them to paint and sprinkle glitter to make Valentines Day cards. The babies love to sit on rocking toys or chairs and choose from a good quality selection of colourful books which they look at on their own or with staff. Toddlers are encouraged to solve problems as they see how many bricks they can balance to build a tower. Staff help them to count the bricks and use mathematical language to say how tall or short the tower is. Children are imaginative as they dress up as doctors and nurses and bandage the dolls or rub their backs to comfort them. Three-year-old children explore different textures as they make play dough and staff develop their language and vocabulary very well as they ask them about the colours and shapes of the cutters and how the dough feels. Children enjoy talking about their experiences at home as they play and staff use skilful questioning to extend their communication skills. Other pre-school children enjoy an activity in which they make robots from recycled materials.

All children develop their physical skills well on the good range of climbing and balancing equipment in the large, exciting outdoor area. They learn about Chinese New Year and other festivals, cultures and beliefs. Parents are encouraged to share activities with children so they extend their learning about people in their community. Children for whom English is an additional language are supported well, as staff use basic words in their home languages alongside English and make use of picture cards so children can communicate and learn English. There are good links with many other professionals in support of children with special educational needs and/or disabilities so that they are included in all activities and make good progress. Staff develop individual plans to help children to develop at their own pace and level and work closely with parents. Although staff make very good use of the good quality, existing resources, an influx of new children means these have had to be shared out between two new rooms. Consequently, there is scope to provide more resources in the toddler and pre-school rooms to fully enhance children's learning. Children are very well prepared for school or for the next stage in their learning, as they learn the shapes and sounds of letters, make marks and practise writing for a purpose and are taught simple mathematical concepts.

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

Children are very happy and emotionally secure at the nursery. They form close bonds with their key person, who communicates very effectively with parents so that children's needs are met and they work together on care routines. This means children are secure as they benefit from consistency of care. Parents say they are very happy with the care provided and that children have experienced little disruption due to recent staff changes. Each room is overseen by a well qualified, experienced member of staff who knows the nursery procedures well and supports other room staff in children's care so that they are safe and well cared for. Nappy changing only takes place in designated areas which allow children privacy, while also being visible to other staff, which protects both children and staff. Sleeping children are checked every fifteen minutes and staff record the times on a

chart and can observe the sleeping area in the baby room through a large window between the main room and this area. Staff remain with children in other rooms while they sleep.

Healthy meals are prepared and cooked on the premises with regard to all children's dietary requirements. The cook checks daily which children are present so that she knows which foods to avoid. Clear lists in the kitchen and in children's rooms show the foods individual children can not have and all staff are aware of this. They record what children eat each day so they can share this with parents and procedures are strictly followed so that children's health is well protected. Children access water at any time and they are encouraged to be independent in their self-care, but they are not encouraged to serve their own food or drink at meal times and younger children do not always use knives as well as forks. This means they do not learn to be as independent as they could be. Children eat in their base rooms and good hygiene practice ensures that all surfaces and equipment are thoroughly cleaned before and after meals. Healthy lifestyles are encouraged, as children use the large outdoor area very well, weather permitting. They learn to manage risks safely as they use the climbing equipment and slide and are very well supervised.

Behaviour is very good, as staff manage this sensitively and appropriately for children's ages. They remind them to share, take turns and ensure they have children's attention before issuing instructions or reading a story. Staff encourage children to use good manners, as they are polite and respectful towards each other and the children, which sets good examples. Children's moves to new rooms and to school are managed very smoothly so that children are secure. Parents are well informed about their new room routines and meet their key person or teacher. Information is shared about children's needs and progress so that there is continuity of learning and care. Children spend time in their new rooms with their key person and visit their schools so that they become familiar with the buildings and staff. They are well prepared through looking at photographs of the school and taking part in discussions and stories about starting school. This helps them to adjust to the forthcoming change in their lives.

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

The management team ensure that the very detailed and effective safeguarding policies and procedures are understood and implemented by all staff. The manager includes safeguarding and child protection issues in regular staff meetings and all staff have recent training in this. She asks staff detailed questions about what they would do in the event of a specific concern, so that they know how to report these and identify them quickly. Staff are extremely vigilant in noticing if children are hurt. They are all trained in paediatric first aid and keep meticulous records for accidents and medication. These are analysed monthly so that children are very well protected. Staff deployment is very well organised so that correct ratios are always maintained in each room. The manager involves staff in managing rotas and the development of policies so that they have a greater understanding of the importance of risk assessments and the rigorous supervision of

children. Daily risk assessments of all parts of the premises and equipment are carried out so that children are safe. All the rooms are warm so that children are comfortable, particularly in the baby room. Closed circuit television in each room means that children and staff are well protected, as this footage is retained for three months. The premises are very secure and only senior staff open the door to visitors, whose identity is checked. Visitors do not have unsupervised access to children. Robust recruitment procedures are followed so that all staff are suitably vetted and qualified to work with children. New staff have a rigorous induction and are mentored so that they become familiar with nursery policies and procedures. The manager has weekly discussions to monitor their progress and they are supervised by the room leaders. Children's safety is of the utmost importance in the nursery.

There have been recent staff changes and the manager of the sister nursery has been managing the setting since the previous manager left. New staff have recently been taken on to staff two new rooms which have been opened to accommodate an influx of new children. The manager and the provider work closely together and are confident that they now have a strong, committed staff team. The manager monitors staff practice closely, as she observes teaching each day and ensures that planning and assessment are effective in helping all children to make good progress. She carries out regular supervisions and sets targets for each member of staff so that their performance improves. Training, coaching and mentoring help staff to achieve their targets, which are reviewed regularly. Staff are also able to shape their own professional development through requesting training. Room staff are well qualified and assist in the monitoring of staff performance. There is very good teamwork and communication between the manager and staff so that any concerns are addressed swiftly. This means that both staff and children benefit from a happy and secure environment. All staff, parents and children are involved in the self-evaluation process. This identifies and addresses specific areas for improvement and the manager, the provider and all staff have a very strong drive for continuously improving children's care and learning opportunities.

There is very good partnership working with other professionals, such as a speech therapist, children's centre staff and the area special educational needs coordinator. This means all children and families are well supported and their needs are met. The nursery staff take part in network meetings with other local early years providers. They share training and best practice, which means that children's learning experiences continually improve. The nursery also receives support from the Pre-school Learning Alliance and the local authority. Staff contact children's previous settings so that they have further information with which to plan for their individual needs.

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	EY444562
Local authority	Birmingham
Inspection number	952551
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	125
Number of children on roll	92
Name of provider	Shezad Inayat
Date of previous inspection	21/08/2013
Telephone number	0121 706 4617

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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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