

# Toybox

11 Market Street, WAKEFIELD, West Yorkshire, WF1 1DD

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 20/02/2014 |
| Previous inspection date | 21/12/2010 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| 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

- Practitioners demonstrate they are suitably confident in their ability to take appropriate action to ensure children are safeguarded from abuse or neglect. They are clear about supervising children to ensure they remain safe. As a result, children are safeguarded.
- Educational programmes cover all seven areas of learning and practitioners make accurate assessments of children's progress. As a result, they plan effectively for children's next steps in learning.
- Key person system is well embedded and effectively promotes partnerships with parents. This enables children to form secure attachments and settle quickly.

### It is not yet good because

- The review of operational plans; particularly in relation to the deployment of practitioners is not robust enough. As a result, on rare occasions there have not been sufficient practitioners on hand to receive children in the baby room.
- Some practitioners are less confident when interacting with children in their self-chosen activities; particularly for two- and three-year-old children. As a result, these activities occasionally lack a good level of challenge.

## 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 six play rooms and held discussions with children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of the views of parents and carers spoken to on the day, and from information included in the nursery's own parent survey.
- The inspector carried out a joint observation with the manager.

## Inspector

June Rice

## Full report

### Information about the setting

Toybox Private Day Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the centre of Wakefield, West Yorkshire and is privately owned. The nursery serves the local area and is accessible to all children. There are six play rooms. Three are located within the main building and there are three purpose-built log cabins within the grounds, one of which is available for after school care. There is an enclosed area available for outdoor play.

The nursery employs 28 childcare practitioners. Of these, 26 hold appropriate early years qualifications. The nursery opens Monday to Friday, all year round. Sessions are from 6.30am until 6.30pm. Children attend for a variety of sessions. There are currently 132 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.

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

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

- review operational plans; particularly in relation to the deployment of practitioners to ensure that practitioner: child ratios continue to be effectively maintained and, provide information about the deployment of practitioners to parents and aim to involve them in these decisions wherever possible.

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

- enhance the challenges for two- and three-year-old children during spontaneous activities by increasing the use of adult interaction at such times.

## Inspection judgements

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

Practitioners use their skills to engage and motivate children well, particularly during planned activities. They talk to children about what they are doing and extend their learning through the use of narrative and open-ended questions that encourage children to think and consider what else is possible. Practitioners listen to children carefully and repeat what they are saying. They add new words to encourage children to extend their sentences and occasionally use sign language. During small group activities, children are

encouraged to listen carefully as they learn to make links between sounds and words. At lunch time most children correctly select their name card while those who get it wrong first time are gently encouraged by practitioners to have another go. Children welcome help from their friends who are eager to support them. As a result, children's confidence and their skills in personal, social, and emotional development, communication and literacy continue to develop. This helps them prepare for their next stage in learning, such as school. However, some practitioners are less confident when interacting with children involved in their self-chosen activities; particularly in the toddler room for two- and three-year-old children. As a result, the learning opportunities for these children are not always maximised.

The systems used to observe, assess and plan for children's individual learning are sound. Practitioners use written observations, photographs and examples of children's work to develop a record of children's progress. Children whose starting points are below those of other children for their age, and those with English as an additional language are shown to be improving steadily over a sustained period. This means the gap in their learning is closing albeit slowly. Practitioners work closely with outside agencies, they attend meetings about their key children and carry out home visits. The progress checks at age two are completed in a timely fashion. As a result, any gaps in learning are identified and appropriate support for children and their families is sought when needed. The systems in place to promote partnerships with parents are generally effective. Parents are encouraged to share information about children's home care routines and what they are working on at home. Parents receive daily feedback from their child's key person about their well-being and the progress they are making. This helps parents gain a reasonable understanding of what their children are learning.

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

Good health and well-being is promoted well. Children are observed to enjoy the benefits of regular outdoor play. Children are provided with healthy snacks and freshly cooked meals that take account of specific dietary needs and allergies. Children are observed to help themselves to a drink when they are thirsty. This promotes their physical well-being. Practitioners teach children about good hygiene practices. They encourage them to wash and dry their hands thoroughly before meals, and after using the toilet. Older children confidently explain they are washing the germs away so that they do not get poorly. As a result, children learn to take responsibility for keeping themselves healthy.

Access to the building is very secure and practitioners supervise children well. For example, they ensure all children are accounted for before returning inside after playing outdoors. They ensure that children are unable to leave rooms unnoticed and are vigilant when supervising visitors within the nursery. As a result, children are kept safe. There are a sufficient number of practitioners present to meet practitioner: child ratios. This includes managers who can be summoned quickly in order to cover lateness or unexpected absences. There have been rare occasions in the recent past where there have not been a sufficient number of practitioners on hand to receive children in the baby room. This means that the deployment of practitioners was not robust enough at these times and

cover had to be requested. Leadership and management have recently taken steps to ensure that practitioners are deployed more effectively. As a result, practitioner: child ratios are now met. Children are learning how to stay safe. For example, practitioners teach children about people who help us and how to use tools safely. Teaching is focused on helping children to develop their personal, social and emotional skills. Practitioners are consistent in their expectations for good behaviour. They make good use of group activities to teach children to share, take turns and compromise. They teach children to be polite and considerate towards others. As a result, children are well-behaved. Practitioners plan a learning environment that encourages children to independently select resources and choose their own activities. As a result, children are developing the confidence to make their own decisions.

The settling in process provides opportunities for parents to share information about their individual care needs, such as their routines at home. As a result, children settle quickly. Children show through their body language that they are happy and feel safe. For example, they seek out a familiar face when they become tired or unsettled, and cooperate when having their nappy changed. This shows children have built trusting relationships with adults. Partnerships with other provisions are sound. For example, schools are provided with a summary of children's progress and are encouraged to visit the provision. Practitioners talk to children and read books about starting school. As a result, children gain emotional support during their move on to their next learning environment.

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

The inspection took place following a concern raised with Ofsted in regard to the safeguarding and welfare requirements. During the inspection it was found that ratios were effectively maintained and that practitioners ensured all children were accounted for before returning inside. However, it was found that practitioners had not always been effectively deployed to the baby room and the procedures to ensure all children outside were accounted for before returning inside had previously not been robust enough. Following these incidents the leaders and managers have already taken steps to ensure that practitioners are deployed more effectively and, reviewed associated policies with regard to children playing outside. Since the last inspection, a comfortable adult chair has been provided in the baby room to aid practitioners who are nursing babies and young children. This demonstrates a positive attitude towards continued improvement.

All required documentation is in place. Consequently, requirements are met in regard to maintaining all required documentation including information about the child, and information for parents and carers. This includes a clear record of accidents and or injuries, an equal opportunities policy and a complaints procedure. The procedures for recruitment, induction and supervision are sound. This ensures practitioners are suitable to work with children. There is an awareness of the responsibility to liaise closely with parents, and other professionals in order to support children and their families should they need it.

The provider effectively monitors the educational programmes, planning and assessment of children's progress. As a result, systems have been adapted and updated to provide a more accurate assessment of children's progress. Practitioners have a sound understanding of the safeguarding and welfare requirements. There is a written child protection policy, and practitioners demonstrate they understand the procedures they need to implement in order to protect children. Practitioners confidently name signs and symptoms of abuse. Visual risk assessments are carried out to ensure the environment, resources and equipment are safe. Entry to the provision is very secure. As a result, children are kept safe.

### **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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY259841                 |
| <b>Local authority</b>             | Wakefield                |
| <b>Inspection number</b>           | 955733                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 101                      |
| <b>Number of children on roll</b>  | 132                      |
| <b>Name of provider</b>            | Toy Box Partnership      |
| <b>Date of previous inspection</b> | 21/12/2010               |
| <b>Telephone number</b>            | 01924 201010             |

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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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