

Toybox Day Nursery

Salisbury District Hospital, Odstock Road, Salisbury, SP2 8BJ

Inspection date

26/03/2014

Previous inspection date

15/07/2010

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

- A strong and effective management team manages the nursery. They support staff well and together they create a welcoming and effective learning environment for children.
- Management and staff place a strong emphasis on safeguarding children's welfare. Consequently, children are safe, secure and settled.
- Staff get to know children well. This helps them to support children to make good progress in their learning and meet their individual needs well.
- Management and staff forge extremely positive relationships with parents. Communication is effective at all levels.

It is not yet outstanding because

- Staff do not always organise group activities and daily routines so that all children are fully engaged in what is happening.
- Younger children do not always have the opportunity to choose whether they want play indoors or outdoors. Consequently, some children are less happy with having to return indoors to play or, alternatively, play outdoors.

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 inspectors observed activities in the seven playrooms indoors and all the outdoor areas.
- The inspectors spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspectors sampled children's learning journals, planning documentation and a selection of policies and procedures and children's records.
- The inspectors reviewed feedback from the local authority and discussed self-evaluation arrangements.
- One inspector carried out a joint observation with the manager.

Inspector

Marilyn Joy

Full report

Information about the setting

Toybox Day Nursery opened in 1998 and is a workplace nursery for staff employed by Salisbury NHS Foundation Trust. It operates from two purpose built units at Salisbury District Hospital, Odstock. The children use seven playrooms. There is an enclosed garden for outdoor play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 173 children on roll in the early years age group. The nursery receives funding for the provision of free early years education for children aged three and four years. The nursery opens five days a week, 52 weeks of the year from 7am until 6pm. Children attend a variety of sessions. The nursery supports children with special educational needs and children who speak English as an additional language. There are 42 staff who work with the children, of these one has Early Years Professional Status and one has Qualified Teacher Status. There is 1 member of staff with a level 5 qualification, 4 members of staff with a level 4 qualification, 28 members of staff with a level 3 qualification, five members of staff with a level 2 qualification and 2 members of staff are unqualified but currently training. The nursery has been awarded the Bristol Standard Quality Improvement for Birth to Five Certificate in September 2013.

What the setting needs to do to improve further

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

- review the organisation of group activities and daily routines further to ensure children are fully engaged and interested at all times
- find ways to enable all ages to spend as much time as they want outdoors and move freely between indoors and outdoors.

Inspection judgements

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

All children are valued for their uniqueness. Staff implement effective procedures to ensure that every child's individual needs are understood and met. Staff gather information from parents about children's individual needs, interests and capabilities when they first attend. Consequently, they use this information from the outset to plan for children's progression. Throughout the nursery staff use the same system for planning and assessment. This helps staff develop a more successful approach and greater continuity as children progress through the nursery. Staff regularly observe children and assess their achievements. Staff complete the required progress checks for two-year-olds and share these with parents. Staff invite parents to view and discuss their child's progress records

at any time. This helps them all work together to support children's progression. For example, staff work with physiotherapists to help children's mobility and speech therapists to support children with speaking.

Overall, teaching is successful and children achieve well in all areas. Staff promote children's language and communication skills effectively through relaxed conversations as they play. Staff encourage babies to make sounds as they talk and sing to them. Staff reinforce emerging speech by repeating and extending what children say. More complex and open questions encourage older children to think for themselves and extend their language skills. Staff monitor children's communication and language development closely so they can identify where children need more support. Staff support children who are learning English as an additional language well. Staff liaise with parents and learn some of the key words children use. Throughout the nursery staff display examples of children's home languages which demonstrates they are valued and respected. Staff introduce a wide range of festivals and celebrations to value those experienced at home. This also supports all children in learning about the world around them in a fun and stimulating way.

Management and staff create an inviting and welcoming environment for children and parents. Displays of children's work decorate the walls as well as a variety of notices, posters and labels. This helps children become familiar with words, letters and numbers in preparation for school. Staff provide children of all ages with plenty of opportunities to experiment with 'making marks'. Babies explore foam with their hands. Toddlers make shapes and patterns in paint, whereas older children use writing equipment to form recognisable letters and write their names. Staff introduce numbers and counting easily with children as they play. Children count the fish they catch when playing a fishing game and work out how many are left when singing a number song. Generally, children enjoy listening to stories with staff and joining in with action songs. However, on occasions, staff do not always organise these group activities so that all children are fully involved. For example, staff do not arrange partners effectively so all children can join in with the actions for 'row, row, row the boat'. When reading a story, some children cannot see which results in them losing interest. Overall, staff create an enthusiastic atmosphere where children flourish. They are happy, motivated and enjoy the broad range of activities provided.

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

Staff promote children's physical development well. Babies and younger children participate in their own mini winter Olympics and enjoy a wide range of activities, such as their own version of curling. Staff support children in using a brush and a ball with large targets. Older children become increasingly skilful in using the larger play equipment in the garden. Staff are ready to help where needed. Children appreciate a helping hand as they balance along the wooden bar. Overall, children's independence is supported well throughout the nursery. Staff encourage children to make choices in their play, select resources and to feed themselves using cutlery at lunchtime. Older children move freely between inside and outside and choose where they want to play. However, staff take

babies and younger children outside as a group. Sometimes, some children find it is too cold, while others want to stay outside longer. Staff do not take advantage of working flexibly with staff in other age groups in order to respond more effectively to children's preferences for being indoors or outdoors. Staff encourage children to look after themselves. For example, older children put their coats and boots on independently to go outdoors. Children become familiar with routines and what is expected of them. Older children clearly explain they must take the sign with them if they want to go inside for the toilet so they do not all go at the same time. Younger children, on the other hand, confidently say they must wash their hands before snack.

All children benefit from the close relationships with their key person. Babies and toddlers' emotional development is effectively promoted. They build secure relationships with staff and other children. For example, staff notice that a new baby is soothed and reassured by singing and quickly respond to this. Consequently, when the baby is unsure they sing to them rather than talk. Likewise, staff frequently praise and encourage children. Consequently, this boosts their confidence and self-esteem and prepares them well for moving age groups within the nursery and on to school.

Staff are good role models to children. They are consistent in their approach and positively manage children's behaviour. Consequently, children know what is expected of them. In the play rooms there are clear visual prompts to support all children in understanding the boundaries and expectations. For example, pictures reinforce the need for kind hands, listening ears and sharing. Minor disagreements are quickly dealt with by staff to enable children to learn right from wrong. However, there are some occasions when daily routines are not always organised as well. Consequently, younger children in particular find it is a struggle if they have to wait to go outside or get organised for lunch or snack. Overall, children behave well and respond to the good support they receive.

Staff promote a healthy lifestyle with the children. They enjoy a good variety of freshly prepared meals and nutritious snacks daily. Children play in the fresh air each day, enjoy plenty of physical exercise and learn good hygiene habits. Staff help children to use equipment safely and be careful of one another. The nursery is well resourced with a wide range of stimulating and challenging toys and equipment that supports children's all round development. Equipment is clean, well maintained and safe.

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

A strong management team, who have a thorough understanding of the Statutory Framework for the Early Years Foundation Stage, leads the nursery. They make sure effective procedures are implemented throughout the nursery. Consequently, all the requirements are met and children make good progress in their learning. Management place a high priority on children's safety and maintaining a secure environment. Staff complete daily safety checks and supervise children well at all times. Management and staff have a thorough understanding of child protection issues and know what to do if they have concerns about a child in their care. Management use robust systems for the

recruitment and employment of staff and checking their suitability to work with children. This includes induction and thorough performance management procedures.

The inspection took place following a notification to Ofsted from the nursery regarding safeguarding procedures. A student raised a concern with their own line manager rather than raising it directly with nursery management. Following this, management took prompt action to review and reinforce their procedures for safeguarding children, reporting concerns and supervision arrangements for staff and students. The inspection found that there are now clear systems in place to ensure students and all staff, whether regular or providing cover, are fully aware of their roles, responsibilities and procedures. This includes effective arrangements for informing staff and students about children's specific needs, care routines and behaviour management strategies as appropriate according to their role. Management use effective arrangements for supporting staff, such as, regular appraisals, supervision, staff meetings and training. Management make sure staff and students are fully aware of what to do if they have any concerns about a child in their care or staff practice. Consequently, practice within the nursery is good and children benefit from the strong emphasis placed on safeguarding and promoting their welfare.

Management have high expectations for children and the nursery. They participate in a rigorous quality assurance scheme. Overall, management monitors practice throughout the nursery well. This helps them identify areas for further development and maintain continuous improvement. Staff are keen to support improvements through careful monitoring and evaluation of their practice. Management seek the views of parents, children and other professionals to help them identify areas for further development. Since the last inspection, management have made clear progress with the recommendations set. They have created more challenging outdoor areas, improved the key person arrangements and introduced clear systems for identifying children's next steps for learning. Consequently, outcomes for children are improved. For example, staff create strong bonds with children and their parents which is demonstrated in the positive feedback received.

Management and staff develop very positive relationships with parents. They fully involve them in children's learning and encourage them to contribute to their progress records. Parents feel well informed. They appreciate the opportunity to speak with their child's key person and the approachability of staff and management. In particular, they appreciate the time spent reassuring them when their children move from one age group to another. Consequently, parents are happy with the care and learning their children receive. Staff work closely with other professionals to support any additional needs and achieve continuity for children.

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	146017
Local authority	Wiltshire
Inspection number	955681
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	104
Number of children on roll	173
Name of provider	Salisbury NHS Foundation Trust
Date of previous inspection	15/07/2010
Telephone number	01722 336262 X 2758

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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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