

Toddbrook Day Nursery

Toddbrook Nursery, 110a Buxton Road, Whaley Bridge, HIGH PEAK, Derbyshire, SK23 7JH

Inspection date

11/04/2014

Previous inspection date

12/11/2012

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

- The quality of teaching and learning is consistently good, because it is based on a secure understanding of how children learn. As a result, children make good progress.
- The manager and staff demonstrate a good understanding of how to safeguard children and the steps to take if they have a concern. As a result, children are kept safe.
- Children are secure, confident and independent learners who form strong bonds with staff and their peers and develop positive self-esteem.
- Effective partnership working with parents means there is a continuity of learning between the nursery and home, which contributes to the good progress children make.

It is not yet outstanding because

- On occasions staff are too busy to sit with children at mealtimes. As a result, opportunities to further enhance children's good language development are not maximised.
- There is scope to extend the use of natural and open-ended resources to enhance children's opportunities to explore, think critically and support their developing problem solving skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector toured the premises.
- The inspector observed practice and interaction between staff and children during play and at meal time.
- The inspector looked at various documents including, policies and procedures, children's records, evidence of the suitability of staff and safeguarding procedures.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ruth Hudson

Full report

Information about the setting

Toddbrook Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in the Whaley Bridge area of High Peak, Derbyshire and is privately owned. The nursery serves the local area and is accessible to all children. The nursery operates from a single storey, converted school. Children are cared for in three rooms. There is an enclosed playground available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and one at level 4. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 96 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 with special educational needs and/or disabilities. The nursery receives support from Derbyshire 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 use of natural and open-ended resources to enhance children's opportunities to explore, think critically and support their developing problem solving skills
- enhance children's already good language development, for example, by staff sitting at the table with children at mealtimes to develop their social communication.

Inspection judgements

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

Staff have a very good understanding of the Early Years Foundation Stage and of how children learn. They gather good information from parents on entry about what they know their child can do and effective initial observations and assessments are carried out by staff. These provide staff with a clear baseline for children's learning. Children's progress and development is observed and monitored well with development records updated regularly and children's individual next steps in learning are included in the planning of further activities. This means that they know the children very well and are able to plan challenging experiences that capture their interest and cover the seven areas of learning well. As a result, children are happily engaged in their learning and make good progress. Children with special educational needs and/or disabilities receive timely interventions, because staff can easily identify any support they may require. This also ensures that children are well prepared for their next steps in education.

The quality of teaching is consistently very good. Staffs' interactions with the children are of a high standard, encouraging them to explore and investigate resources. For example, as the children create the Arctic from shaving foam and hide polar bears and seals in mounds of foam, staff encourage them to describe the texture of the shaving foam. Children describe it as 'squishy', 'slimy', 'soft' and 'splodgy' extending their vocabulary. Staff sit on the floor with babies rolling a ball to them, they laugh with delight as they roll it back and staff clap. As babies babble, staff respond leaving gaps in the conversation for babies to take their turn. This means that all children's language skills are well supported. However, there is scope to make greater use of opportunities, such as at meal times to encourage their communication further. Children freely choose from a variety of activities, which support their growing independence. Staff are skilled at re-focusing activities, for example, as older children play with the maths block, staff challenge them to make a square. They enthusiastically link the cubes together as they make the shapes and confidently name squares and rectangles. Through staffs' skilful questioning, children recognise that they cannot make a circle because the cubes have straight sides. As a result, children's mathematical development and reasoning skills are well supported.

All children have good opportunities for practising their early writing skills through a range of resources, such as paints, crayons, chalks and water and brushes, which are readily available. Children benefit from a wide variety of books and enjoy looking at books alone or together as they share a book as a group. Staff use singing bags with younger children, which include props that support the children's engagement in the songs as they wait their turn to hand over their pennies to buy a currant bun. This helps to promote their early literacy, mathematical and turn taking skills. Children's work is displayed throughout the nursery, which is effective in supporting their self-confidence and self-esteem. Children are provided with good opportunities to practise their physical development with a range of resources indoors and outdoors. For example, they skilfully negotiate bicycles around the outdoor area, competently throw balls and climb on the climbing frame. However, there is scope to extend the use of natural and open-ended resources outside to enhance children's opportunities to explore, think critically and support their developing problem solving skills.

Regular discussion and the sharing of individual children's development records ensure the parents are involved in their child's learning and are supported to extend this learning at home. Written records include photographs, comments on the children's learning and development are up to date and available for the parents to view at any time. Staff work collaboratively with parents to complete the progress check at two and agree their children's next steps for development. These secure partnerships with parents means that there is a shared approach to preparing the children to acquire new skills for future learning.

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

Good key person arrangements support the children's social and emotional development. They share positive relationships with the skilled and approachable staff, who are caring and sensitive to each child's individual needs. Staff spend time talking to parents in detail about their children and provide a settling-in process to make sure every child feels

especially secure. As a result, the children settle very quickly into the nursery and develop positive relationships with staff and their peers. Interactions between staff and children are of a very high standard because staff actively listen to them, demonstrating that they value their contributions. Staff act as good role models as they are respectful, polite, use appropriate language and behaviour. Consequently, children's behaviour is good and they are confident and ready to learn. Parents' comment positively on how their child feels secure and they are confident to discuss issues with their child's key person.

Very good links with the local schools and strong transition arrangements support the children as they prepare for their future learning. Staff have created a clean, safe, stimulating, welcoming well-resourced learning environment, which promotes children's well-being, supporting them to become independent learners. Children have access to a large area for outdoor play where they practise their physical skills and this helps them to gain awareness of how exercise contributes to their good health. Staff ensure that children are well supervised and they meet their individual needs.

Children follow good hygiene routines. They are reminded to wash hands before eating and after using the toilet, which the older children can do independently, in order to prevent the spread of infection. Meal times are a relaxed social occasion, staff sometimes sit with the children encouraging them to chat about what they have been doing. However, this is not consistent and occasionally staff are too busy to sit with children and do not maximise opportunities to further enhance children's good language development. Children are able to select their snack and lunch from a range of healthy options and pour their own drinks. This supports children to understand how to keep themselves healthy and further encourages their independence skills. Staff allow children the opportunity to take calculated risks. They understand the importance of children learning through active play and talk about the safety implications of activities. For example, talking about road safety when on trips in the local area and reminding children to wear cycle helmets when riding on the bikes outside. As a result, children are developing good levels of safety understanding, confidence and self-esteem. These opportunities support children to develop skills for the future and learn how to keep themselves safe from harm.

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

The manager and staff have a very good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good knowledge of child protection. Many of them have attended training to ensure their skills are up-to-date, so that they know what to do if they have a concern about a child in their care. Consequently, children's welfare is safeguarded. Security is good the nursery door is locked with visitors and parents ringing the bell to gain entry. Visitors' identity is checked and they are required to sign in. This ensures that an accurate record is maintained of everyone coming in or out of the nursery.

Detailed risk assessments are carried out and staff make daily checks of the nursery to ensure that the premises and resources are clean and all cleaning materials are stored safely before the children arrive. As a result, children's health and safety is well supported.

Policies and procedures are reviewed regularly to ensure that they reflect the current guidelines and practices. Good systems are in place for recruitment. All the relevant checks are carried out to assess suitability and ensure staff are suitable to work with children. Staffs' professional development is monitored by a yearly appraisal and followed by regular supervision. They are well qualified or working towards further qualifications and this has a positive impact on children's learning. Very good systems are in place to monitor children's progress and ensure staff have an overview of each child's learning, so they can identify any gaps in their development. Staff complete the required progress check at age two years and a transition assessment when children move onto school.

There is a good system in place to evaluate the provision, which staff and parents are involved in to ensure continuous improvement. Staff are motivated to provide a very good service to the children and families attending the nursery. Partnerships with parents are well established and they share good information to promote children's learning and care needs. Parents are very actively involved in their children's learning in a wide range of ways; they are encouraged to take their child's development files home, there are termly parents' evenings and a website to keep them informed. Parents speak highly of the nursery and feel that staff keep them well informed of their child's learning and development. The nursery also has developed good links with local schools and other professionals, in order to identify all children's needs and help them to make good progress. The nursery receives support from Derbyshire local authority. This effectively promotes continuity of care and learning and helps ensure that no child is disadvantaged, including children with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory 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	EY367319
Local authority	Derbyshire
Inspection number	959636
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	96
Name of provider	Toddbrook Nursery Ltd
Date of previous inspection	12/11/2012
Telephone number	01663 719091

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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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