

# Toucan Day Nursery

Toucan Day Nursery, 1 Teale Street, LONDON, E2 8RA

## Inspection date

13/05/2014

Previous inspection date

20/12/2010

## 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

- Babies and children show that they feel safe as they build strong attachments to their key persons. They receive good support in their transitions between rooms so they continue to feel secure and content.
- Staff have a good understanding of children's learning and development needs and successfully plan activities to extend their knowledge and skills.
- Staff fully understand and effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage to help protect children from harm.
- Partnerships with parents, carers and other professionals are strong. Parents receive good support to contribute towards assessments of children's learning at home which ensures they make good progress from the beginning.

### It is not yet outstanding because

- Not all adult-led activities successfully enable all children to fully explore and investigate through active participation.
- Arrangements for nappy changing in the toddler room do not take place in appropriate surroundings and do not provide children with privacy.

## 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 all areas of the nursery.
  - The inspector spoke with the manager, staff and children.
  - The inspector took account of parents' views by speaking with them on the day.
  - The inspector carried out a joint observation with the manager.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, staff and children's attendance records, children's development records and other relevant documentation.

## Inspector

Jenny Forbes

## Full report

### Information about the setting

Toucan Day Nursery registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two storeys in purpose built premises within the London Borough of Hackney. There is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff, five of whom hold early years qualifications at level 2, with some working towards level 3 and five hold qualifications at level 3. The manager holds Early Years Professional Status.

The nursery opens 8am until 6pm Monday to Friday all year round. Children attend for a variety of sessions. There are currently 37 children attending who are in the early years age group. The nursery provides funded early education for children aged two, three and four years. It supports children who are learning to 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:

- develop the planning systems for adult-led activities further so that they meet all children's needs to explore and investigate fully at all times
- make arrangements for toddler's personal care routines to take place in more appropriate surroundings and allow them more privacy during nappy changing.

## Inspection judgements

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

Staff have a secure understanding of how children learn through play. The quality of teaching is good and staff follow children's lead to extend their learning. They have high expectations for the children in their care and are skilled at providing activities that effectively support their learning and progress. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation for all children. Overall, staff plan for the adult-led activities well. For example, children make flapjacks together with staff. Staff are supportive and show them how to weigh and measure the ingredients promoting their understanding of mathematics. Children wait their turn to mix, stir and pour, which helps to develop concentration and coordination. They learn how the cooking process changes raw ingredients into something delicious to eat. However, planning does not securely identify how many children this activity will effectively support with the amount of resources available. This means there is not enough to accommodate the number of children who wish to join in, resulting in children

having to wait for their turn. This limits their participation, to fully explore, investigate and contribute to the process.

Staff closely monitor children's progress through the use of effective observations and assessments. They use this information to accurately identify the next steps in children's learning. This knowledge, together with staff's understanding of children's interests, likes and dislikes, ensures accurate planning for individual children's progress. Key person discussions with parents mean that children's particular interests are incorporated into planning which ensures children are motivated to learn. As a result of careful observations and planning, staff are able to quickly identify and address any gaps in children's learning. Parents provide information on children's development that support staff to assess their starting points. Staff provide regular information to parents about their children's development and they support parents to continue the learning at home. Key persons share the progress check for two-year-old children with parents and health visitors to support planning for continued development.

Staff model good spoken English, which promotes children's communication and language development well. Staff learn words and phrases in children's home languages to support communication. Staff monitor children with additional needs and discuss their learning needs with parents to ensure they receive prompt intervention. As a result, all children, including those learning English as an additional language and those with additional needs, make good progress. Children receive support to prepare them ready for school. They learn to write the names of the adults who care for them, as well as their own. They compare the letters they form with letters displayed on the wall and learn where to use a capital letter. Staff praise children to motivate them to learn more. Babies develop control and strength in their muscles as they bang a big drum. They receive support and encouragement to take their first steps and explore texture as staff make footprints with paint. Children enjoy outdoor play that supports their physical development as they run around the garden and learn to use the interesting array of apparatus safely.

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

The secure key person system ensures children feel content and build strong relationships with staff. Children are confident and happy in the nursery. They make friends easily and behave well. Staff are good role models as they lead by example, modelling politeness and kindness. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Staff provide a welcoming, safe and stimulating environment where children are free to explore and use their imagination. Children participate in festivals and learn about other cultures and languages. Play resources are of good quality, plentiful and easily accessible to all children. Children learn to share and take turns in their play, for example, when they use the computer. Children lead their own play and freely choose from the interesting age-appropriate activities set out. Children have plenty of opportunity to exercise in the fresh air as they play and learn in the garden wearing appropriate clothes for the weather. Babies enjoy trips out in a six-seater buggy to the local park where they play and exercise in safety under good supervision.

The nursery promotes healthy eating and provides children with fruit at snack time and a hot nutritious meal for lunch, prepared freshly each day by the cook. Staff support children to learn good table manners, for example, children learn to wait for their friends to also be served before they all begin to eat, thus providing them with skills for the future. Babies learn to feed themselves and are supported by kind, caring staff who understand their needs. Parents provide information about their children's individual medical and dietary needs, which allows staff to take appropriate steps to ensure children do not have food that might harm them. Children manage their own personal care needs according to their age and stage of development. They learn the importance of washing their hands after messy play, after using the toilet and before eating. However, arrangements for managing nappy changing in the toddler room takes place on the floor in the toilet area and does not provide children with suitable privacy. Staff ensure that children who need to rest or sleep can do so in a peaceful, quiet and calming environment. Staff supervise all sleeping children closely to ensure they are safe.

Children's safety is of paramount importance to the management and staff. All visitors are required to sign in and out and their attendance is monitored closely. External doors are kept locked and only opened by staff. Closed circuit television monitors the whole of the nursery to ensure that children remain safe. Management ensure they meet the appropriate staff and child ratios at all times, meaning children play safely under close levels of supervision. Babies and children learn to keep themselves safe, for example, staff show them how to use the resources correctly. Staff carry out regular fire drill practises to ensure that all children and adults know what to do should an emergency occur. Staff are trained in first aid which means they can deal with minor accidents easily. Children are emotionally well prepared for the next stage in their learning because staff support them well as they move around the nursery. Children starting school receive support to prepare them for the move. Staff read stories and engage with them in role play to act out their feelings and experiences. Children who are leaving attend a graduation ceremony where parents and staff celebrate their achievements.

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

Management ensure staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff are appropriately qualified and understand how to promote children's learning. All the necessary documentation for the safe and efficient management of the nursery is in place. Staff carry out robust risk assessments of the premises and equipment to minimise hazards and make sure the children's environment is safe and secure. As a result, children can play and learn in safety. There is a clear safeguarding policy, including a policy on the use of mobile phones and cameras, to ensure staff protect children. There is a clear whistle blowing policy to ensure staff feel confident to address any concerns should they arise. Staff and management undertake regular training to effectively protect children. They have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being. A clear registration system identifies staffing levels and the numbers and ages of children attending. This helps to ensure correct ratios support

children's learning and development and well-being needs.

There are rigorous recruitment and induction procedures and all staff undergo the necessary background vetting checks to ensure they are suitable to work with children. Each room has a qualified room leader who ensures that correct ratios of adults to children are in place. Management and staff ensure all accidents, illnesses and incidents are appropriately logged and signed by parents to support children's well-being. Staff track children's developmental progress to ensure that any identified gaps in children's learning are quickly closed. They discuss with parents any concerns regarding children's development and take suitable measures for intervention through close links with other professional agencies. Partnerships with parents are strong. They are encouraged to give regular feedback on the activities provided. Staff meet with parents frequently to discuss children's progress and they invite them to a parents' forum to discuss their wishes and contribute to the future development of the nursery.

Parents speak very highly of the nursery and recommend it to others. They say the nursery staff are kind and caring and understanding of their children's needs. Parents know they are welcome in the nursery. They are able to speak to the key persons or the manager if they have any concerns or want to talk about their children's development. Staff are well supported by the management team, who closely monitor their practice and the effectiveness of the educational programmes. Children's progress is closely analysed by their key persons to ensure all children achieve their full potential. Staff's professional development is encouraged and they undertake frequent training, in order to continue to develop their knowledge and skills. New staff are supervised and receive support to help them understand their role and responsibilities. They are motivated to learn and continue their studies to gain higher qualifications. Staff meetings enable them to discuss planning, training and evaluation, where they can share their ideas and needs. Self-evaluation also takes into account the views of parents and children to help identify the strengths and weaknesses of the nursery. Arrangements are in place to support children who are moving on to school as the nursery staff work in partnership with the schools and provide information to ensure continuity for children's learning.

### **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>	EY300692
<b>Local authority</b>	Hackney
<b>Inspection number</b>	974272
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Audrey Ndyuka-Morgan
<b>Date of previous inspection</b>	20/12/2010
<b>Telephone number</b>	020 7739 1710

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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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