

Toddle-Inn Limited

105 Heath Park Road, ROMFORD, RM2 5XH

Inspection date	07/07/2014
Previous inspection date	27/03/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 develop good relationships with children and promote their individual needs well. This results in children forming close attachments to staff and developing good levels of confidence.
- Effective relationships between staff and parents mean that they establish good systems of communication which benefits the children.
- Staff make good use of the challenging and appealing resources, both inside and in the garden, so children are keen to learn.
- Strong leadership and management systems, support staff's professional development well.

It is not yet outstanding because

- Staff miss opportunities to offer young children more experiences to handle different tools and resources during creative play activities. This means children do not always remain interested in the activities provided.

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.

Inspection activities

- The inspector sampled a range of documentation, including children's records, some policies, and attendance records and staff files.
- The inspector observed activities in all rooms and the outside play area.
- The inspector spoke to the manager, staff, children and parents.
- The inspector undertook a joint observation with the manager.

Inspector

Caroline Preston

Full report

Information about the setting

Toddle Inn Limited registered in January 2009. It operates from a converted house which is within the residential area of Gidea Park, within the London Borough of Havering. Children have access to appropriate toilet facilities and can play in a secure garden area under supervision. The nursery is open each weekday, from 7am to 7pm, all year round. Children attend for a variety of sessions. The provision is registered on the Early Years Register. There are currently 52 children on roll. There are eight permanent members of staff. All staff hold relevant childcare qualifications. The setting receives support from the area Special Educational Needs Coordinator (SENCO) and advisors from the local Early Years Development and Childcare Partnership (EYDCP).

What the setting needs to do to improve further

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

- strengthen the organisation of creative play activities for younger children so that they are offered a wider variety of tools to use.

Inspection judgements

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

Children develop and progress effectively from their starting points because staff plan for their next steps through carrying out observations and assessments. Staff also find out from parents what the child has achieved so far, before starting the nursery. This also helps staff to understand what stage the child is at already, so that they can plan purposeful activities to meet their needs. Staff robustly support children with special educational needs and/or disabilities. Therefore, all children's needs are met well so they achieve effectively and learn important skills ready for school. Staff provide children with opportunities to experience a rich language environment. For example, children enjoy talking to each other and discussing where they are going on holiday, during outdoor role play. Staff support this learning well. For example, they sit with the children in the large wooden play bus in the garden. They ask children questions about holidays they have been on and what they need to take with them. They ask them how long it will take to get there, how they will get there and what transport they will be using. This means children learn to develop their thinking by discussing their ideas and thoughts during everyday activities. Staff are skilled at teaching children by asking them questions and explaining ideas to them. As a result, children develop good communication and language skills.

Children enjoy playing in the large well-resourced garden. Staff interact with children well as they enjoy the warm sunny day and are occupied with challenging activities. They help children as they use the large climbing apparatus, which means children confidently climb

and also control their movements as they slide down the bendy tunnel. Children ride the bikes and scooters in the garden, they use the large outdoor space to manoeuvre skilfully. Staff provide effective writing materials so that children learn to make early marks and begin developing their early literacy skills. Staff read to children who learn to sit still and listen. These experiences help to develop children's early reading abilities and skills needed for school. Children begin to link sounds to letters, for example, as they describe the stories they hear with staff, and handle books in the book area. Staff encourage children to count their plates and cutlery used for lunch, introducing early mathematical language. Staff help children to plant and grow in the garden, for example, as they offer them digging resources and seeds. Staff provide children with arts and crafts which they enjoy and learn from. However, they miss opportunities to enable younger children to express themselves creatively. This is because they do not always offer a variety of tools and resources, such as paints, larger paintbrushes and larger pieces of paper, to fully promote children's creative abilities.

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

Staff help children to develop the skills needed for when they start school. For example, they help children to dress and undress themselves during role-play activities. Children learn to take off, and put on, their own shoes. Children learn to follow instructions as they clear away their plates at mealtimes. They learn to use the toilet independently and wash their hands afterwards. Therefore, staff help children to learn about managing their own personal needs. Staff have established good relationships with children so that they are settled and independent. Staff are good role models because they behave in a professional manner and treat the children respectfully. Children behave well, as a result of staff teaching them the expected boundaries regarding behaviour. As a result, children learn to share together and make friends. Staff teach children about safety, for example, when they play outside they remind them about the dangers when using the large climbing apparatus. This input helps children to develop a good awareness of keeping themselves safe.

The well-resourced playrooms and garden helps children to learn and develop, because the toys are appropriate for the children using them. Staff also help the children during play by playing with them and interacting with them. This helps children to prepare for their next steps in learning. Staff provide children with play resources that positively reflect the wider world such as dolls and dual-language books. These show children the differences between people in society. Staff also celebrate some festivals with children so that they learn about different cultural events. Children learn about healthy eating. Staff offer them healthy options and drinks, and plenty of opportunity to exercise. Staff talk to children about the importance of eating healthily and the effect this has on their body. Therefore, children begin to understand the importance of eating healthily.

Staff help children to prepare well for the move to school by welcoming teachers who visit the children at the nursery. Staff inform the children's future teachers of their progress and what stage they are at. This means that children become familiar with their new

teachers before they start school through effective partnership working.

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

Leadership and management of the nursery are effective. The provider understands her role and responsibilities in delivering the safeguarding and welfare requirements, and the learning and development requirements. She monitors the educational programmes by observing staff at work, and undertaking regular supervisions and appraisals. This means the monitoring of staff performance is effective. This also means children are offered good learning experiences and any gaps in learning are identified. Staff know and understand the safeguarding policy and procedures, and how to implement them, which promotes children's safety well. Staff carry out regular written risk assessments, and make sure that the premises are safe and secure for children. The use of closed circuit television (CCTV) means that the provider can monitor practice in the playrooms at all times. The premises are clean and tidy. For example, newly laid carpets mean that children play in comfort, upstairs and downstairs. The curtains are clean and hung safely at the windows in the playrooms. There are no hazardous items left in the baby room which could be a risk to children's safety. Children take off their shoes when they arrive, for hygiene reasons, and so that the nursery feels more like a homely environment for them. Staff are always within ratios and never leave the children unattended, which means they supervise them and promote their safety at all times.

Staff work well with parents to promote their child's progress. Staff share records of achievements with parents during parental meetings. Staff offer parents regular newsletters about upcoming events. Staff request that parents complete questionnaires so they can contribute to the self-assessment of the nursery. The provider provides staff with regular supervisions, training and appraisals so that they can develop their professional development. All staff are suitably vetted, which helps to effectively promote children's well-being. The provider has worked with the local authority to develop a robust self-assessment document to develop better practice. For example, she has replaced all carpets in the nursery and developed the garden space by adding readily available resources, such as sand, water, construction materials and paints. The staff work well with external agencies to support all children with special educational needs and /or disabilities. This means all children have the same opportunities to achieve.

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	EY389953
Local authority	Havering
Inspection number	980450
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	52
Name of provider	Toddle-Inn Limited
Date of previous inspection	27/03/2013
Telephone number	01708456123

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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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