

Toybox Pre-School

St Johns C of E Primary School, Godly Lane, Rishworth, SOWERBY BRIDGE, West Yorkshire, HX6 4QR

Inspection date

04/09/2014

Previous inspection date

05/07/2010

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 have a good knowledge and understanding of how children learn. Consequently, children make good individual progress in their learning and development.
- The manager and staff have a very positive attitude to developing their practice and knowledge. This means that the capacity to continuously improve the pre-school is strong.
- Staff keep children safe and secure in the pre-school because they have good knowledge and understanding of the safeguarding policy and procedures and have received child protection training. They use this knowledge to effectively safeguard children.
- Staff ensure a wide range of good-quality resources are available for the children. The environment is well-organised and there is sufficient space to enable children to direct their own learning, which contributes significantly to the good progress children make.

It is not yet outstanding because

- On occasions, children do not have sufficient time to formulate their answers to the open-ended questions staff pose. This means that not every opportunity is used to maximise the development of critical thinking skills.
- Strategies to involve parents in initial assessments are not always comprehensive enough to fully enrich planning for future learning.

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 main playroom and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and through parental contributions in children's development files.

Inspector

Sue Ball

Full report

Information about the setting

Toybox Pre-School is run by a voluntary committee. It was registered in 1981 and operates from a temporary building in the grounds of St John's Church of England Primary School in the Rishworth area of Halifax, West Yorkshire. Children have access to an enclosed outdoor play area and the school playground and field. The pre-school is open Monday to Friday from 9am to 3pm during term time only. The pre-school is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 11 children on roll, all of whom are in the early years age range and attend for a variety of sessions. There are three members of staff, two of whom hold a relevant level 3 qualification in early years and one who holds a relevant level 2 qualification. The pre-school is currently receiving funding for early education for two-, three- and four-year-old children. The pre-school receives support from the local authority.

What the setting needs to do to improve further

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

- provide further opportunities for children to develop their critical thinking skills by, for example, allowing children more time to formulate their answers to open-ended questions
- develop further the arrangements for sharing information with parents, in particular, by seeking more detailed information about what children know and can do when they first join the setting, in order to plan precisely for children's next steps from the outset.

Inspection judgements

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

Staff have a good knowledge of child development and how children learn. A range of activities are planned across all seven areas of learning as a result of observing children and taking into account their interests. Consequently, planning is tailored to meet their individual learning needs, children make very good progress and are well prepared for the next stage in their learning, including school. Children's progress is monitored regularly to ensure they are displaying typical development for their age. Consequently, staff are able to target support where gaps in learning become apparent in order to close these gaps. However, the information gathered from parents when children first start is largely focused on care needs. Parents are not encouraged to contribute purposeful information about their child's ability, stages of development and achievements at home. As a result, staff do not have a full overview of what children already know and can so, in order to

plan very precisely for their next steps in learning.

Staff are skilled at changing activities to meet the needs of individual children and as a result, children remain excited, motivated and interested learners. For example, children engaged in cutting out catalogue pictures for a wall display become distracted. Staff engage their attention once again by talking about the parts of the body on the figures they are cutting out, and allowing the children to develop their physical skills while using scissors. Children's mathematical skills are developed as they count during activities and as they play. Staff extend children's vocabulary as they introduce and model new words. Staff use open-ended questions to encourage children to problem solve, however, they do not always give children time to think about and formulate their replies. Consequently, opportunities are sometimes missed to extend children's critical thinking skills. Younger children are supported to develop their physical skills, as staff model rolling out dough and then encourage them to copy. Children persist with guidance from the staff and show delight when they successfully manage to shape a gingerbread man. Children excitedly explain 'I need hair and paws!' Staff are adept at knowing when to intervene and when to allow children to experiment for themselves. As a result, children become persistent and resilient learners.

Staff appreciate the importance of keeping parents informed and of involving them in children's learning. Parents are encouraged to look at children's files on a regular basis and to make contributions to them. The proposed planning sheet for the pre-school is sent home fortnightly, with suggestions for ways in which parents can extend learning at home. Where gaps in learning are identified, parents are fully consulted about plans put in place to close these gaps for their children and are encouraged to support children's learning at home. Parents spoken to on the day of inspection expressed a high level of satisfaction with the ways in which they are encouraged to become involved in children's learning.

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

Children starting at the pre-school benefit from flexible induction sessions, which are tailored to meet their individual needs. Parents contribute information about their likes, dislikes and routines. As a result, children quickly become fully settled and secure. Warm and trusting relationships are built between staff and children, this is displayed as children returning from the long summer break tell staff how much they have missed them. Children form secure bonds and attachments, are happy and settled and feel emotionally secure and safe, which promotes their personal, social and emotional development. As a result, they are emotionally well-prepared for the next stage in their learning. Staff model appropriate behaviour for children, consequently, children's behaviour is good. Children are encouraged and supported to take turns and share and are aware of the boundaries and what is expected of them. This means they are self-assured, confident and ready to learn. A well-established key-person system supports the formation of excellent and secure relationships with children. Staff have a very good knowledge of key children and are adept at meeting their individual needs. The move on to school is managed well, and staff accompany children on visits, enabling them to cope well with change. As a result, children's emotional well-being is supported very well at times of change.

Children benefit from regular opportunities to play outdoors and enjoy fresh air and exercise. As a result of a recommendation from the last inspection, children now have free-flow access to the outdoors and a wide range of equipment to develop large muscle movements. Consequently, physical development is supported very well. They have opportunities to take risks, for example, negotiating a slope on a tricycle under the watchful eye of staff who gently encourage those who are more cautious. Children have a growing awareness of keeping safe. For example, staff ask older children to explain to younger ones why they do not run inside. Staff further support a growing understanding of keeping safe and healthy as they encourage children to follow good hygiene practices and talk about the benefits of healthy eating and exercise.

Children play and learn in a spacious and bright environment which is well organised. There is ample room for children to follow their own interests, or to cooperate with others during play. A wide range of high-quality toys and equipment means that they are able to choose how to meet their learning needs in all seven areas of learning. Resources are stored so that children can make independent choices about what they wish to play with. As a result, children are very independent and confident, but happy to ask for help if they need it. Children are given opportunities to develop their own self-help skills as they are encouraged to take themselves to the bathroom, wash their hands and put on and take off aprons for messy play. Younger children are supported by staff to have a go, and are praised for their efforts.

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

There is an extremely strong commitment to safeguarding within the pre-school. All staff have attended a number of training courses and are very familiar with the policies and procedures relating to safeguarding and what they should do if they have a concern about a child in their care. They use this knowledge in their daily practice and children are therefore safeguarded very well. Staff are effectively deployed in the pre-school to ensure that children are well supervised and kept safe. The pre-school has a comprehensive policy and procedure document, including a policy for administering medication and for the use of mobile phones and cameras by staff. Ongoing training in the content of the policies ensures that staff have the necessary knowledge to ensure safe practices are in place at all times in the pre-school. All staff are trained in paediatric first aid. As a result, children's well-being is promoted if they are ill or suffer an injury. Daily risk assessments and regular equipment checks ensure that risks are identified and the environment is kept safe for children. A robust recruitment and induction system means that all staff are checked to ascertain their suitability to work with children. All staff are fully aware of their roles and responsibilities.

Staff performance is monitored by the manager who regularly spends time working alongside, or observing, staff. Through regular supervisions, training needs are identified and steps taken to meet these. There is a strong commitment towards staff undertaking regular professional development and upgrading qualifications. As a result, children's learning is supported by highly-skilled staff. Supervisions are also used to enable staff to

discuss key children and the progress they are making. The manager monitors all planning and assessment and regularly reviews files with key persons. This ensures that the needs of all individual children are being met. A recommendation raised in the last inspection to develop systems and procedures linked to self-evaluation has been robustly embraced by the manager. She has a strong commitment to reflection, review and improvement and has a clear vision of the way forward and areas for development. Views of staff, parents and children all feed into development plans.

Staff work hard to build positive relationships with parents. Good information is given to them and they know who their child's key person is. Without exception, parents spoken to on the day of the inspection were very happy with the service they receive. They were particularly complimentary about the warm, secure relationships staff have with children. Parents also consider that a particular strength of the pre-school is the ability to identify and meet the individual needs of children. A good partnership also exists with the local school and this supports smooth transitions for children moving on to the school. Staff liaise with external agencies when necessary and work in partnership with them to ensure that children benefit from the intervention and support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	303847
Local authority	Calderdale
Inspection number	876718
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	11
Name of provider	Toybox Pre-School (Rishworth) Committee
Date of previous inspection	05/07/2010
Telephone number	01422825073

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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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