

Toybox Pre School Group

Sports Field, Handford Hall Primary School, 44 Gatacre Road, Ipswich, Suffolk, IP1 2LQ

Inspection date	02/10/2014
Previous inspection date	16/12/2013

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

- A rich learning environment, both indoors and outdoors, creates a wide range of exciting opportunities for all children. This means that children are keen, enthusiastic, independent and confident learners.
- All staff fully understand their role in safeguarding children. They provide a high quality pre-school which is welcoming, safe and stimulating. All necessary steps are taken to protect children's welfare.
- Good leadership ensures that professional development enables practitioners to improve their knowledge, understanding and practice. Strong team work and partnership with parents and other agencies is evidence that all staff are committed to improve the pre-school provision for all children.

It is not yet outstanding because

- Although staff plan and provide challenging activities based on accurate assessments, there is scope to provide more sharply focused, adult-led teaching sessions, in preparation for school readiness.
- Although staff encourage independence, there is scope to take further steps to ensure the environment has more child accessible resources that provide challenge and promote 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 had a tour of the setting.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke to staff and children.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation, including risk assessments and policies.
- The inspector also took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector discussed with staff how they gain the views of parents.

Inspector

Caroline Clarke

Full report

Information about the setting

Toybox Pre School Group was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises within the grounds of Hanford Hall Primary School, in Ipswich, Suffolk. The pre-school serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school opens Monday to Friday during school term. Sessions are from 8.30am until 3.10pm. Children attend for a variety of sessions. There are currently 49 children attending, who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-olds. The pre-school employs 17 members of staff. Of these, 11 staff hold qualifications at level 3 and above. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school is a member of the Pre-school Learning Alliance and 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:

- increase the use of small group times to focus on key skills and school readiness, while still ensuring that there is a good balance between child-led and adult-led learning
- strengthen the confidence of all staff in helping children to develop the highest levels of attainment, for example, by providing further challenge through open ended questioning and opportunities for increased independence through clearly labelled and accessible resources both indoors and outdoors.

Inspection judgements

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

Staff have a good knowledge and understanding of the learning and development requirements. They provide a broad range of interesting and challenging experiences for children that meet their individual needs well. They collect detailed learning and development information from parents when children first join the pre-school. This is used effectively to inform on entry assessments and supports children's individual age and stage of development. The quality of teaching is consistently good and staff are skilled in engaging children in activities that enable them to learn and make good progress. For example, as children play with vehicles on a road mat they are encouraged to sort them into colours and talk about whether they travel in the air or on the land. Staff support all children well as they play. They sit alongside them, at their level, and help and encourage

children in their activities, letting children lead. This enables children to play and explore their environment, learning through a process of trial and error and developing independence. As a result, children are happy and engaged in activities for prolonged periods of time. Children enjoy using books and have opportunities to freely access these from reading areas both indoors and outside. Their language is developing well and all children, including children who speak English as an additional language and children with special educational needs and/or disabilities, are making good progress.

Outdoors, more space is available so that children can ride wheeled vehicles, balance and slide, write, play house and dig in the mud kitchen and the sandpit. They also enjoy growing and caring for their own vegetables. There is scope to develop both the indoor and outdoor areas to incorporate more organised storage of resources that are clearly labelled and freely accessible to the children. Children are provided with a wide range of experiences to develop their physical skills. They really enjoy mark making, making and using play dough, digging in the mud, playing with containers and pouring rice, climbing through tunnels and going down the slide. As a result, children make good progress in their physical development, based on their starting points. They gain a wide range of skills necessary for their next stage in their learning, including school, when the time comes.

Children have learning journals that contain detailed information about their progress towards the early learning goals. This includes information collected from the parents on entry to the setting, examples of children's work, photographs and observations. Each child's progress against the seven areas of learning and development is clearly tracked against age related expectations. Staff also record an achievement summary for each child covering all areas of learning. Observations are used effectively by staff to plan next steps in learning. Parents enjoy contributing towards these learning records. This means that there is shared knowledge about children and a detailed picture of each child's learning and development is obtained.

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

Staff place a strong emphasis on supporting children's emotional and physical well-being. A key-person system is well established. All children are confident, happy learners and settle quickly to their activities, mixing well with other children. Independence is promoted at mealtimes, when children wash their hands, make choices, pass around food and wash up after themselves. Children have daily opportunities to run about in the fresh air, in order to promote their physical well-being. Staff promote the awareness of healthy lifestyles by talking about the fruits and vegetables shared at snack time and encouraging the children to drink water or milk.

Effective settling-in procedures are in place and children are very well supported emotionally. Parents describe the nurturing, caring environment and empathy of the staff as key strengths of the pre-school. One parent said, 'The staff really understand the specific needs of my child.' Children are equally well supported emotionally when they leave the pre-school and move into local schools. Good liaison takes place between the Reception teachers at local schools and the pre-school staff. This results in children being

confident and prepared for the next stage in their learning.

All staff demonstrate a good understanding of safeguarding. They know the signs to look for and how to record and pass on information if required. Children demonstrate safe practice as they play, for example, looking out for other children around them as they use the slide and obstacle course. Staff encourage children to grow in confidence by taking risks within a safe environment. Children co-operate well with each other and know what acceptable behaviour looks like in the pre-school. This is because systems are in place and all staff are consistent in their approach towards positive behaviour management. Children are praised for good behaviour and reminded of expectations on a regular basis. For example, a member of staff intervenes when two children are finding it hard to share a toy and resolves the situation through positive behaviour management.

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

The manager and staff create a high quality pre-school that is welcoming, stimulating and safe. She ensures that staff are aware of and follow policies and procedures in relation to safeguarding children and receive the necessary training and checks. Children are supervised at all times and correct adult to child ratios are adhered to. Induction arrangements are in place for staff and ongoing staff development is encouraged.

The manager evaluates the quality of practice and provision taking into account the views of staff, children and parents. She has identified areas for development through ongoing self-evaluation. The manager is fully committed to maintaining and improving the pre-school, so that it meets the highest standards and offers the best experience for children. All staff use their expertise and skills well to support the learning and development of all children, regardless of their age or ability. Staff feel supported by the management and are helped to improve their knowledge, understanding and skills. The manager has a good understanding of her role in the monitoring of the delivery of educational programmes and a good overview of the continuous provision for children in the indoor and outdoor learning environments.

Assessment and planning documentation now identifies next steps for learning and provides an accurate summary of children's abilities and progress. Good staff communication ensures that children's individual needs are quickly identified and well met through strong partnerships between the pre-school, parents and external agencies. Feedback from parents is used to help the pre-school self-evaluate and further improve facilities and teaching and learning that it provides. Good use is made of information provided by external agencies. For example, reports from health and educational professionals are used to plan individual targets for children with additional needs. The manager and staff share detailed information regarding children's needs, abilities and progress with other providers.

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. 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	251699
Local authority	Suffolk
Inspection number	962679
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	49
Name of provider	Toybox Pre School Group Committee
Date of previous inspection	16/12/2013
Telephone number	01473 216477

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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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