

<b>Inspection date</b>	19 February 2015
Previous inspection date	20 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Leaders and staff know what they do well and what they need to do even better to provide the best quality care and learning for all children. They work exceptionally hard to successfully make improvements and achieve their goals.
- Staff receive excellent professional support and are enabled to access a wide range of training and qualifications. This helps to develop their knowledge and skills and improve the teaching and learning of children.
- Staff place great importance on knowing and valuing every child and their family exceptionally well. Children work with a range of services and professionals to make sure they quickly receive the support they need to make the best possible progress.
- Staff work very well with parents right from the start. They regularly discuss what their children enjoy and can do and how they can help move them on. This supports children's learning and development, both at home and at nursery.
- Parents speak highly of the nursery. They state staff are friendly and helpful and their children are safe, happy, settled and making good progress.
- Children are provided with a good range of resources and activities that challenge and interest them. As a result, they enjoy their play and learning.

### It is not yet outstanding because:

- Less experienced and qualified staff have recently been appointed and although their teaching is quickly improving it is not yet of a consistently high standard.
- Planned whole group circle times do not always hold the interest of all children.
- Staff do not take every opportunity to support children to develop their independence, for example serving themselves at mealtimes.

## What the setting needs to do to improve further

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

- continue to develop the quality of teaching of less experienced and qualified staff, through the excellent performance management arrangements in place, so more is consistently good or outstanding
- consider the timings and use of whole group circle times to ensure these learning opportunities match the age and stage of development of all children
- take every opportunity to help children to develop their independence and better prepare them for the next stage in their learning.

### Inspection activities

- The inspector observed activities in each of the five play areas, as well as the outside play space.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the owners and managers of the provision.
- The inspector carried out two joint observations with the deputy manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

### Inspector

Rachael Flesher

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Observational assessments of what children know and can do involve parents, and other professionals as appropriate, right from the start. These are moderated by leaders and are consistently robust, accurate and of good quality as a result. This means staff can confidently demonstrate how they have supported each child to make good progress from when they started, and prepared them well for the next stage in their learning. Staff use their knowledge of children's interests, and what they need to master next, to provide activities to extend children's learning. They talk with children and ask them questions to challenge their thinking although they do not always provide children with sufficient time to fully consider their response. Staff plan and provide opportunities to develop children's communication and language skills, often through whole group activities. However, the timings and style of these sessions do not always suit all children as some become restless.

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

The environment is safe, welcoming and well-resourced. Staff take time to help children settle in and form strong relationships. As a result, they are happy and parents feel fully consulted and informed. Staff support children to behave well. Consequently they play safely together, take turns and share. Babies and children are developing their independence and confidence to explore and take safe risks. However, staff do not take every opportunity to help children to develop their independence. For example, at mealtimes children are not always enabled to serve themselves and clear away their plates. Staff work tirelessly to make links with the high number of schools children transfer to. They successfully share information and encourage visits with children's class teachers, to support each child to be ready for school.

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

Managers fully understand their responsibilities; a range of procedures and policies support children's health, safety and well-being and ensure they are safeguarded. Robust and accurate evaluations and carefully targeted action plans ensure all are clear about what they need to improve both as a team and individually. Lead practitioners are exceptionally well deployed to make sure all staff have access to high quality role models to support improvements in their teaching. Excellent communication between leaders and staff ensure highly effective team working and consistently good standards of practice. Leaders closely monitor what is planned and provided for children and the progress they are making. This identifies any gaps in the curriculum and children's learning, including groups of children such as those for whom English is an additional language and those with additional needs. Through the highly successful partnership working established with a range of professionals, appropriate interventions are put in place. Staff also work extremely well with parents to help them understand and support their child's learning at home. This significantly helps children to catch up quickly.

## Setting details

<b>Unique reference number</b>	EY259841
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	1004753
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	101
<b>Number of children on roll</b>	143
<b>Name of provider</b>	Toy Box Partnership
<b>Date of previous inspection</b>	20 February 2014
<b>Telephone number</b>	01924 201010

Toybox Private Day Nursery opened in 2003. It is privately owned and registered on the Early Years Register and both parts of the Childcare Register. It is situated in the centre of Wakefield, West Yorkshire. The nursery takes children from three months to five years and they are cared for in five different areas. Two are located within the main building and there are three purpose-built log cabins within the grounds. There are enclosed areas available for outdoor play. The nursery employs 32 childcare practitioners and almost all hold appropriate early years qualification. The nursery opens Monday to Friday, all year round except for public holidays and a week at Christmas. Sessions are from 6.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also supports a number of children for whom English is as an additional language, disabled children and children who have special educational needs.

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Piccadilly Gate  
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