

Toy Box Preschool

Wentworth Primary School, Wentworth Drive, Dartford, Kent, DA1 3NG



Inspection date

10 March 2015

Previous inspection date

9 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are very happy exploring the environment and making good use of the wide range of toys and activities available to them.
- Staff are very supportive of the younger children. Children settle well and staff encourage them to make friends.
- Staff use their good language skills to teach children to communicate clearly, especially during story time, when children are encouraged to describe what comes next.
- Children know the pre-school's good hygiene routines well. They independently wash hands before snack and after using the toilet.
- Children behave well. They work in cooperative groups in the garden, share toys and equipment and respond well to other children's feelings
- The children are making good progress in all areas because staff are proficient at maintaining good observation and assessment records. They effectively identify children's next steps in learning and development and use these to inform the activity planning. The providers are effective in tracking all children's progress to ensure no groups of children are disadvantaged.
- The providers use good self-evaluation methods that help them identify strengths and weaknesses and make effective changes, to improve the outcomes for children.

It is not yet outstanding because:

- Staff provide healthy nutritious food for snack time but do not provide opportunities for children to prepare food and serve themselves.

What the setting needs to do to improve further

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

- provide more opportunities for children to be involved at snack time, especially during the preparation of food.

Inspection activities

- The inspector sampled a variety of paperwork including the pre-school's safeguarding policy and children's progress records.
- The inspector talked to the providers, staff, children and parents, to gain their views of the setting.
- The inspector observed the interaction between staff and children, indoors and outside.
- The inspector carried out a short joint observation with one of the providers at snack time.

Inspector

Linda Coccia

Inspection findings

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

Children use many activities in the outdoor area. They investigate writing with extra large chalks on floors and boarded fencing. They spend time discussing how to use play vehicles to move sand. Children use large construction toys to build tall towers and they talk to staff about how to reinforce it, to make it stronger. Indoors, children use role play to act out their own stories. Staff question children well about what they are doing and use good methods to expand children's vocabulary. For example, staff add lots of descriptive words to their questions. Staff training in the use of 'Every Child a Talker' strategies has a good impact on the children, who are now acquiring greater communication skills. This also has an impact on children preparing for their move to school. Staff concentrate on children's abilities to recognise letter and number shapes and to manage their own needs. They talk to children about what school is like and provide plenty of school role-play activities.

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

Children are happy and settled at the pre-school. They show confidence as they move freely around, selecting their own toys and activities. They happily chat to visitors. Parents are involved in the pre-school's good settling-in procedures, which include exchanging information about what interests children. Parents take part in regular reviews of their children's learning. They also involve themselves with children's activities, such as taking home the pre-school's teddies, which teaches children to look after others. There is a good selection of physical play activities, both inside and outdoors, which teaches children that physical activity is good for them. Children also talk with staff about the effects of physical play on their bodies. As a result, children understand why they need to drink lots of water, have regular rest periods, wear hats, and use shady areas when it is sunny.

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

The providers ensure that all staff understand their roles and responsibilities to protect children. Staff regularly discuss safeguarding issues during staff meetings. All staff hold Disclosure and Barring Service enhanced checks and are subject to regular supervision and appraisal sessions, to ensure staff remain suitable to work with the children. The providers support staff well in their professional development. Staff attend training workshops and update training to ensure their paediatric first-aid certificates and food hygiene certificates remain current. The providers encourage good partnership working with other professionals, which supports children's development and learning if they are not developing as expected. With the help of the pre-school's special educational needs advisor, staff act quickly to put strategies in place to close any gaps in children's learning.

Setting details

Unique reference number	EY298298
Local authority	Kent
Inspection number	837655
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	64
Name of provider	Carol Sutherland & Alison Pitkin Partnership
Date of previous inspection	9 November 2009
Telephone number	01322 292923

Toy Box Pre-school opened in 2005. It operates from a portable classroom in the grounds of Wentworth Primary School, Dartford, Kent. The setting is open each weekday from 9am to 3.30pm term time only. The setting receives funding for free nursery education for children aged two, three and four years. The setting currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting employs 11 members of staff, of whom four, including the providers, hold qualifications at National Vocational Qualification Level 4 and seven hold qualifications at NVQ level 3.

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