

# Toybox Playgroup

Wakehams Green Community Centre, Heathfield, Pound Hill, Crawley, West Sussex,  
RH10 3NU



<b>Inspection date</b>	13 July 2015
Previous inspection date	11 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a secure knowledge and understanding of the learning and development requirements. They provide interesting activities that motivate children to learn.
- Staff access a range of training to develop their practice. For example, all staff have attended a course to support children's language development, which has had a positive impact on children's communication skills.
- Staff regularly observe and assess children's development which enables them to track children's achievements and identify their next steps in learning. Consequently, all children make good progress in preparation for school.
- Through effective self-evaluation, the manager has introduced ways to strengthen partnerships with parents. These strategies have had a positive impact for children's well-being and learning. Staff build on what parents know about their children and ensure parents are aware of their children's development and encourage continued learning at home.
- The manager and staff have good partnerships with other professionals. This ensures that children that require additional help receive tailored support and a consistent approach to their on-going learning and development.

### It is not yet outstanding because:

- Staff do not always organise the environment or activities to give children space to explore freely or engage purposefully in activities.
- Staff miss some opportunities to consistently promote children's mathematical skills during daily routines and activities.

## What the setting needs to do to improve further

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

- consider group sizes and the organisation of the environment during adult-led activities so that all children remain engaged and have space to explore
- develop further children's mathematical skills and knowledge during daily routines.

### Inspection activities

- The inspector observed a range of activities and children's play.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector sampled the setting's written documentation and tracked children's development.
- The inspector took part in a joint observation with the manager.
- The inspector spoke to parents to gain their feedback on the setting and staff.

### Inspector

Hannah Barter

## Inspection findings

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

Staff have a secure knowledge of how children learn and use their current interests to provide a good range of learning opportunities. Children initiate many activities independently. Staff observe as children play and provide good extension. They ask purposeful questions and act as role models. For example, children made marks on paper which staff asked them to describe. For older children, staff modelled the formation of letters for their names and encouraged them to copy the movements. Children enjoyed exploring sand and staff tuned into their interests by extending their learning, using books, which taught children about sea creatures. Children access a play park, which they use during the day. The park contains slides and climbing equipment, which children use confidently. Staff provide additional learning opportunities, such as making marks with shaving foam and the use of ride-on toys. This successfully promotes children's healthy lifestyles and physical skills.

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

Children are happy and have good relationships with staff. Children behave well because staff provide clear explanations so that they understand what to expect. Staff are very aware of children's individual needs and use resources, such as books and visual aids, to help children explore and manage their feelings. Children have secure relationships with each other and work together to solve problems during play. Children and staff created obstacles from large wooden blocks. Children worked together to move larger blocks to where they wanted them and then climbed, stepped and jumped over them. Staff supported children, let them take risks and praised their efforts as they jumped. Staff consistently praise children's achievements, which further develops their confidence and self-esteem. Children choose from a range of fruit, vegetables and cereals for snacks. Children confidently pour their drinks and use knives to cut fruit. This provides them with life skills that they will need for the future.

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

The manager has a secure knowledge of the Early Years Foundation Stage requirements. Thorough recruitment and induction procedures ensure the suitability of staff. The manager understands the importance of training staff and ensures they access courses to develop their practice. All staff complete child protection training and update this regularly. This ensures they have a confident knowledge of their roles and responsibilities to keep children safe. The manager works closely with staff and monitors children's progress. This enables her to identify any gaps in children's progress and ensures they close quickly. The manager regularly evaluates the provision and recently purchased new technology equipment. Children now learn, practise and explore modern technology in preparation for using similar equipment when they move to school.

## Setting details

<b>Unique reference number</b>	113799
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	835933
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Toybox Playgroup Committee
<b>Date of previous inspection</b>	11 October 2011
<b>Telephone number</b>	07922 561262

Toybox Playgroup registered in 1992 and operates from Wakehams Green Community Centre in Pound Hill, Crawley, West Sussex. The setting is open during term time only from 9.30am to 3.30pm on Monday, Wednesday and Thursday, and from 9.30am to 12.30pm on Tuesday and Friday. A team of five staff work with the children; all except one hold recognised childcare qualifications. The manager is qualified to level 5. The setting is in receipt of free early years education funding for children aged two, three and four years old.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

