

Toddle - Inn Nursery

Lofthouse Way, Fleetwood, Lancashire, FY7 6ST



Inspection date

30 July 2015

Previous inspection date

29 November 2011

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		Outstanding	1
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

- Staff have a good understanding of the Early Years Foundation Stage. Children enthusiastically explore resources and the environment. The quality of teaching is good and children make good progress in their learning and development.
- Children's well-being is given the utmost priority. Staff have an excellent understanding of children's individual needs. Children have formed positive attachments to staff which significantly enhances their care and learning. Staff are highly skilled and sensitive in helping children develop their independence and self-assurance.
- Staff attend a range of training opportunities, such as safeguarding training. They are aware of the authorities to contact should they have concerns about a child's welfare. This has a positive impact on children as staff understand how to keep children safe.
- Partnerships with parents and other professionals allows meaningful information to be exchanged to meet children's needs. Children who speak English as an additional language and children with special educational needs and/or disabilities are thoroughly supported due to strong parent partnerships and knowledgeable staff.
- Leadership and management are strong. The management team regularly reviews and evaluates their service. The management team places a strong emphasis on gathering the views of others to inform priorities for further improvements.

It is not yet outstanding because:

- Staff do not always consider the varied opportunities of supporting children to develop their understanding of mathematics.
- Staff are not always given regular opportunities to learn from each other and further extend their good knowledge and skills.

What the setting needs to do to improve further

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

- enhance children's understanding of mathematics through providing even further opportunities for children to explore numbers, shapes, space and measures
- consider further ways to develop the knowledge of staff, such as by providing them with greater opportunity to share good practice and learn individual skills from one another.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, health visitors, nursery staff, and the manager throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and completed a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

Inspector

Elisia Lee

Inspection findings

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

Staff are skilful practitioners and identify children's needs through completing regular observations. They then identify children's developmental stage and plan activities that support children's next steps in learning. Staff support children's communication and language development very well and the impact of teaching is good. Staff support children through engaging them in conversation, introducing key vocabulary and asking questions to support children's critical-thinking skills. All areas of learning are promoted and children are making good progress in readiness for future moves. However, at times, staff do not always consider the different ways of enhancing children's understanding of mathematics. Occasionally, some staff miss opportunities to introduce different problem-solving concepts to children and do not always use key mathematical language with children. Partnerships with parents are very good. Meaningful information is shared with staff from when children first start the nursery, as staff complete home visits. Consequently, staff are well informed about children's individual needs.

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

The well-being of children is outstanding and is central to the ethos of the nursery. All children are extremely happy and well settled. An excellent key-person system is in place. Children are superbly supported during the settling-in process and as they move from room to room. Staff have superb relationships with parents which help to support children's emotional well-being. Staff give a high priority to the safety of children and support their growing understanding of how to keep themselves safe and healthy through innovative activities. For example, children undertake risk assessments of the outside play area before going out to play. Children learn to adopt healthy lifestyles through eating healthy meals and discussing how this benefits our bodies. This superbly promotes children's good health and physical well-being. Staff are excellent role models and provide clear and consistent expectations to promote positive behaviour. Exemplary partnerships with other professionals support children through times of change.

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

Staff are well qualified and have a comprehensive knowledge of the Early Years Foundation Stage. This has a positive impact on teaching and children's progress. Robust risk assessments are in place to promote children's safety. The management team evaluate their practice on a regular basis, have identified key priorities for future improvements and have addressed recommendations from previous reports. This shows an ongoing commitment to improvement. The manager regularly monitors children's progress to identify and swiftly address any gaps in learning. Staff have opportunities for continued professional development through staff appraisals and staff meetings. However, there is scope to enhance this by building on opportunities for staff to share good practice and learn from one another. Partnerships with parents and other professionals enhance all aspects of children's development.

Setting details

Unique reference number	EY296452
Local authority	Lancashire
Inspection number	861585
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	80
Name of provider	Toddle Inn Nursery
Date of previous inspection	29 November 2011
Telephone number	01253 778953

Toddle - Inn Nursery was registered in 2004. The nursery employs 22 members of childcare staff who all hold appropriate early years qualifications. Of these, two members of staff hold Early Years Professional status. The nursery opens from Monday to Friday all year round. Opening times are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

