

# Toddler Town Nursery Ltd

12a New South Watt Street, Workington, Cumbria, CA14 2RZ



## Inspection date

1 November 2016

Previous inspection date

17 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers and leaders show a true commitment to their roles and responsibilities. They empower the whole staff team to adopt a very clear and focused vision, to provide a safe and happy place where children strive to learn and develop.
- Children's entry into the setting and as they move through each room is very well supported by caring, dedicated and consistent staff. An effective key-person system helps children to form secure emotional attachments with preferred staff, creating a family feel to the nursery. This helps to nurture children's emotional well-being.
- The quality of teaching is good. Highly qualified staff place children at the heart of what they do. Observations and assessments are accurate and precise. Planning is centred on children's next steps and interests and helps to build on what they already know. This contributes towards the good progress that all children make.
- Partnerships with parents are good. Staff use a wide range of strategies, such as daily diaries, secure online journals and regular parents' evenings, to help engage all parents in their children's learning both within the setting and at home.
- Staff interact very well with children during play. Their sensitive, supportive and encouraging nature contributes towards children developing high levels of self-confidence and independence from a very early age.

### It is not yet outstanding because:

- Continuous professional development is not yet sharply focused on helping to enhance the quality of teaching to the highest levels.
- Staff do not always provide enough opportunities for older children to share their own family experiences and events to broaden their awareness of people and communities.

## What the setting needs to do to improve further

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

- strengthen the focus of continuous professional development and provide more ways for staff to share their good knowledge and expertise so that the quality of teaching is enhanced to the highest levels
- provide more opportunities for older children to share information about their own family experiences and significant events with one another so that their knowledge of people and communities are extended to the highest levels.

### Inspection activities

- The inspector toured the nursery.
- The inspector conducted a joint observation with the manager during an adult-led activity.
- The inspector observed children in each of the three playrooms and outdoors during the inspection.
- The inspector held discussions with the manager, the staff and children throughout the inspection.
- The inspector examined a range of documents. These included evidence of staff suitability, policies and procedures, self-evaluation documents, a record of staff qualifications and training, health and safety documents and children's observation and assessment records.
- The inspector took account of the views from parents spoken to on the day of the inspection.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good understanding of the procedures to follow to protect a child's welfare. Recruitment procedures are rigorous and help to ensure that staff are skilled and suitable. Managers and leaders invest in staff. Regular supervisions set clear targets for improvement and assess staff's ongoing suitability. Staff are vigilant. Comprehensive plans are in place for the accurate recording of children's specific needs, such as allergies and medical needs. These are continually monitored to help ensure that children's individual needs are effectively met. Complaints procedures are robust and recording is accurate. Thorough risk assessments contribute towards minimising any potential hazards. Staff value the views of children, parents and others. They quickly act on the feedback they receive, to help enhance the quality of their practice and provision.

### Quality of teaching, learning and assessment is good

Staff provide challenging and fun activities that motivate children to play, learn and develop. Babies enjoy listening to the sounds that resources make when banging these on various surfaces. They explore natural materials, such as logs, soil and water with confidence. Staff are on hand to aid learning. They encourage children to use resources for a purpose, such as using jugs to pour and logs to build, to help promote their physical skills. Older children are keen to lead their own play and show confidence in asking for help when playing games, such as picture pairs. Staff's good interaction encourages children to extend their attention and matching skills and helps to teach them about the value of taking turns. Children's progress is analysed closely through detailed tracking. Good partnerships and focused plans for funding help to close any gaps in learning.

### Personal development, behaviour and welfare are good

Staff work together very closely with parents when children are developing new skills, such as potty training, to help maintain a consistent approach. Effective strategies, such as positive praise and reward stickers help to ensure that children's achievements are highly valued. Children's good health is promoted very well. Children learn about the importance of brushing their teeth, eating healthily and staying active through the fun themes that staff provide. Staff introduce children to customs and routines they will become more familiar with at school, such as carrying out small tasks independently, taking reading books home and wearing a uniform. This helps to prepare them for their move. Staff act as good role models. They teach children to be polite, well-mannered and kind to others. This contributes towards the good behaviour that children demonstrate.

### Outcomes for children are good

All children make good progress. Babies are self-assured and show a willingness to explore their environment freely and independently. They are confident to tackle new challenges and persevere when developing new skills. Older children are keen to develop early friendships and show care and concern for one another. They have an active voice, showing confidence in expressing their own views and ideas. Close liaison with parents helps to support children who speak English as an additional language to become good communicators. This prepares all children well for what they need to learn next.

## Setting details

<b>Unique reference number</b>	EY269963
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1059658
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Toddler Town Nursery Limited
<b>Registered person unique reference number</b>	RP908161
<b>Date of previous inspection</b>	17 December 2012
<b>Telephone number</b>	01900 870222

Toddler Town Nursery Ltd was registered in 2004. The nursery employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 3, 4, 5 and 6, including a member of staff with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

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