

# Toucan Day Nursery

Toucan Day Nursery, 1 Teale Street, London, E2 8RA



## Inspection date

28 March 2017

Previous inspection date

13 May 2014

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

- The provider monitors children's progress effectively, which enables staff to identify any development gaps and put steps in place to close them. Children make good progress in their learning from their starting points.
- Partnerships with parents are successful. The provider is welcoming and approachable. Staff share children's developmental progress and invite parents to be involved with their children's learning, such as encouraging them to read at home.
- The provider monitors staff practice well to help improve the quality of teaching. For example, she provides direct coaching and regular individual meetings. Also, following training, staff now offer improved physical play opportunities.
- The provider completes in-depth self-evaluation to help her improve any weaknesses. For example, she has addressed recent gaps in requirements and improved the service she provides to better support children.
- Staff encourage children to build caring relationships with them. This helps children to be confident and independent.

### It is not yet outstanding because:

- Staff do not make the best use of opportunities to support children's understanding of mathematical language and problem-solving.
- On occasions, staff do not give children enough time to complete their play and consolidate their learning before being moved on.

## What the setting needs to do to improve further

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

- provide children with sufficient time to complete their play and consolidate their learning before being moved on
- make the best of opportunities to develop children's understanding of mathematics and solving problems.

### Inspection activities

- The inspector observed the staff's interactions during activities indoors and outdoors, and looked at a range of resources and equipment. The inspector talked with parents, the provider, staff and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector undertook a joint observation with the provider.
- The inspector had discussions with the provider about their policies and procedures and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

### Inspector

Caroline Preston

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to identify and report any concerns about a child's welfare. The provider is skilled at working with child protection agencies to support children's individual needs. Staff are deployed well to be able to supervise children effectively and maintain adult to child ratios. They carry out detailed risk assessments and remove potential hazards to children, which helps to ensure their safety. Additional funding is used effectively to narrow any gaps in learning. For example, staff purchase specific equipment and offer external support from other professionals to support individual children to progress further.

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

Staff skilfully carry out regular observations and assessments of children's development. They make good use of this information to plan for children's next steps to support their future progress. For example, staff encourage children's physical development well. Children ride wheeled toys and move in a range of ways, such as crawling, walking, running and climbing. Staff help to develop children's literacy skills successfully. For example, children look at books independently and show an interest in print and illustrations in books. They listen to and join in with stories in small groups.

### Personal development, behaviour and welfare are good

Staff are good role models for children. They manage children's behaviour effectively. For example, staff skilfully remind children about behaviour boundaries, to help them understand right from wrong. Children behave well. Staff meet children's dietary requirements and encourage children to develop a better knowledge of healthy lifestyles, to support their well-being. For example, children enjoy a range of nutritious meals throughout the day and discuss the importance of food. Staff understand their role as key persons. For example, they know the children well, which helps them to meet their individual requirements. Staff encourage children to learn about and respect others. For example, staff celebrate different cultural festivals with children and take trips out locally. Staff implement effective hygiene and nappy changing routines to help meet children's needs.

### Outcomes for children are good

Children learn the skills they need for their next stage of learning, including school. For example, younger children develop a strong exploratory impulse and concentrate on an activity of their choosing. In pretend play, children imitate what they know from their own experiences. They respond to instructions, such as tidying away and putting on their coats, and they attend to their care needs. Older children link sounds to letters, begin to write the letters of their name and give meaning to marks as they draw, such as cars.

## Setting details

<b>Unique reference number</b>	EY300692
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1088787
<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 - 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Audrey Ndyuka-Morgan
<b>Registered person unique reference number</b>	RP512372
<b>Date of previous inspection</b>	13 May 2014
<b>Telephone number</b>	020 7739 1710

Toucan Day Nursery registered in 2004. It is situated in Bethnal Green in the London Borough of Hackney. The nursery is open each weekday, from 8am to 6pm, all year round. There are eight members of staff, of whom seven hold appropriate qualifications from level 2 to level 3. The nursery receives early education funding for children aged two, three and four years.

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