

Toybox Pre-School

Ellen Newbury Hall, Chapel Road, Sarisbury Green, Southampton, Hampshire, SO31 7FB



Inspection date

Previous inspection date

15 May 2017

24 April 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider does not have a secure knowledge of how to safeguard children. Leaders have not completed robust procedures when recruiting and vetting staff and do not know if they are suitable or safe to work with children.
- Children's progress is not monitored well enough. In particular, staff fail to use information gathered from the two-year-old progress check to identify and swiftly address gaps in children's learning.
- Self-evaluation is not effective. The provider does not have an accurate picture of what the setting needs to improve. This results in breaches in requirements and in the associated requirements of the Childcare Register.

It has the following strengths

- Staff have developed positive partnerships with parents. Parents speak highly of the support their children receive and say they are kept informed of their progress.
- Children are independent learners. The well-resourced environment is attractive and inviting to children. This enables children to make decisions about how and where they play.
- There is a calm and happy atmosphere in the pre-school. Staff show great care towards the children and form close relationships with them.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ implement robust recruitment procedures to check staff are suitable to work with children by obtaining references and completing Disclosure and Barring Service checks	12/06/2017
■ ensure that staff have a clear picture of the progress each child and groups of children make, including the required progress checks that must be completed for children aged between two and three years, and use this information to plan children's learning so that they make the best possible progress.	12/06/2017

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

- make effective use of self-evaluation so that any breaches in requirements or weaknesses in practice are quickly identified and swift action is taken to address them.

Inspection activities

- The inspector held meetings with the manager during the inspection.
- The inspector spoke to staff and children at suitable times throughout the inspection.
- The inspector talked to parents who were available on the day of the inspection and took account of their views.
- The inspector observed the quality of teaching and the support for children's learning both indoors and outdoors.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching.
- The inspector sampled a range of documentation, such as records of the progress that children have made, evidence of staff suitability records, and accident records.

Inspector

Teresa Newman

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. Significant information required to confirm staff suitability has not been gathered during the recruitment of some staff. This means that the provider cannot be sure that all adults working with children are safe to do so. The provider has failed to identify breaches in the requirements or recognise the impact this has on the quality of teaching. Recent training means that staff understand safeguarding procedures and what to do if they have concerns about a child's well-being, including those who may be at risk from extreme views or beliefs. The provider has made good use of additional funding to improve outcomes for disadvantaged children; this is evident in the progress made in their emotional development.

Quality of teaching, learning and assessment requires improvement

Assessment procedures are not rigorous enough. Not all staff know what the children need to do next to support their learning. This means that some children may not make as much progress as they could. Staff use opportunities in children's everyday activities to extend their language and promote their understanding of mathematics. For example, staff follow children's interests as they explore mini-beasts outside. They support children by introducing new vocabulary when identifying the similarities and differences in the mini-beasts they have found. Staff have established effective relationships with the local schools which helps the children prepare for their move to school.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding means that children's safety cannot be assured. However, children enjoy warm relationships with the staff, who are kind and caring. They approach staff confidently to ask for help. Staff support children to learn about hygiene practices such as toilet training and washing their hands before eating. Staff praise children's achievements and ensure these are shared with parents. Children behave well. They are able to moderate their own and others' behaviour. For example, when children want a toy that another child is playing with, they find a sand timer and agree they will share the toy when the sand runs out. Children's pictures and photos are displayed in picture frames around the pre-school. This promotes their self-esteem and sense of belonging well.

Outcomes for children require improvement

The provider does not make effective use of the information gathered from the progress checks completed for children between the age of two and three. This means that any emerging concerns may not be identified swiftly enough. Overall children make steady progress during their time at pre-school. Children enjoy learning about the world around them. For example, they use magnifying glasses to explore the beans that have planted and use their imaginations to think about what they will grow into. Children show great concentration as they carefully mix the powder paint and water and explore the colours that they have made. They use these colours to paint pictures of the flowers they have found outside. Children develop their problem solving skills as they negotiate with their friends to investigate how to use sticky tape to fix a cardboard box. Children develop their physical skills well as they use spades to dig in muddy puddles.

Setting details

Unique reference number	109797
Local authority	Hampshire
Inspection number	1097431
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	24
Number of children on roll	10
Name of registered person	Christine Jones
Registered person unique reference number	RP511890
Date of previous inspection	24 April 2014
Telephone number	01489 576902

Toybox Pre-School registered in 1993. It operates from the United Reformed Church hall in Sarisbury Green, Hampshire. The pre-school is open from 8.30am each weekday during school term times. It closes at 3pm on Thursdays and at 1.30pm on the remaining days of the week. The pre-school is in receipt of funding for the provision of early education for two, three and four-year-old children. The pre-school currently employs three members of staff who work directly with the children. Two of the team hold recognised early years qualifications at level 2 and above.

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