

Toddle In Daycare Nursery Ltd



Toddle In Nursery, North Valley Road, Colne, Lancashire, BB8 9AG

Inspection date	26 September 2017
Previous inspection date	19 February 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

- Staff work effectively in partnership with parents, supporting children's learning in the nursery and at home. They keep parents informed about children's development. Parents comment positively about children's good progress.
- Children enjoy the positive interaction they receive from staff. Fun and stimulating activities are planned, children are enthusiastic in their play and eager to learn.
- Staff know children well and make effective use of their observations and assessment of children's learning to plan for their next steps. All children make good progress from their starting points.
- Children of all ages play well together in the exciting, well-resourced outdoor area. They thoroughly enjoy the wide range of activities available outdoors.
- Development plans are meaningful and demonstrate ambition to improve. The management team seeks the views of staff, parents and other professionals to support their self-evaluation.

It is not yet outstanding because:

- The organisation of some routine activities is not particularly effective in the pre-school room. This reduces the time available for children to engage in more meaningful activity.
- Occasionally, some staff do not provide sufficient time for children to think and respond to questions to support children's critical thinking and communication skills.

What the setting needs to do to improve further

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

- provide even more opportunities for children in the pre-school room to be fully involved in meaningful activities
- help children to maintain a high level of thinking, giving them time to think about possible answers when asked questions.

Inspection activities

- The inspector observed the interaction between staff and children and the activities provided indoors and outdoors.
- The inspector completed a joint observation with the manger and evaluated the quality of teaching.
- The inspector checked evidence of the suitability of adults working in the nursery, looked at relevant documentation and discussed the nursery's self-evaluation and plans for improvement.
- The inspector held meetings with the owner, manager and staff at appropriate times during the inspection.
- The inspector took account of the views of parents and children spoken to during the inspection.

Inspector

Linda Shore

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff monitor the progress of all children and children of specific groups of children to help identify and narrow any gaps in their learning quickly. The arrangements for safeguarding are effective. All staff complete relevant safeguarding training, including wider child protection issues. They demonstrate a good understanding of the signs and symptoms of abuse and what to do if they have any concerns about the welfare of a child. The manager implements a clear and effective set of risk assessments, policies and procedures to ensure the smooth running of the nursery. For example, any concerns raised are investigated thoroughly and the appropriate authorities notified. The manager uses safe recruiting procedures to ensure only those who are suitable are employed to work with children. Staff training and professional development are effective and recent training is contributing well to progress particularly for babies.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff successfully engage larger groups of children in group activities. They know when to effectively adapt activities to maintain children's interest and learning. Children immerse themselves in role play as they make porridge, arrange blankets on the beds and take on the role of book characters supported by enthusiastic staff. They repeatedly challenge themselves to balance toy cars as they roll down a cylinder and keep trying as staff praise their efforts. Older children learn to respect the needs of others as they make their way through the building. They are reminded to 'tiptoe like fairies', not 'stomp like dinosaurs' so, they do not disturb the babies.

Personal development, behaviour and welfare are good

Staff teach children important social skills, such as learning to take turns. They enjoy opportunities to play alongside others, develop friendships and behave very well. Children build confidence to seek reassurance from staff, particularly when they are new to the nursery, and staff respond quickly with warmth and care. Staff encourage children to have a go at tasks for themselves. Babies attempt to feed themselves with a spoon as staff encourage them to 'dig, dig, scoop' to manipulate food onto their spoon. Older children attempt to put their coats on and do up the zip. Children develop a sense of responsibility and enthusiastically help to tidy away toys. Children adopt healthy lifestyles. Outdoors, they exercise as they climb the grassy hill. They slide, balance or relax with a book for other outdoor activities. They are provided with nutritious and well-balanced food and learn the importance of good hygiene. Staff teach children how to keep themselves safe and help them to understand their body and the need for some privacy.

Outcomes for children are good

All children are prepared well for future challenges and the next stage of their learning, including those moving on to school. They increasingly gain independence and self-care skills as they progress through nursery. Children are inquisitive and eager to take part in activities. They are good communicators and play well together.

Setting details

Unique reference number	EY295524
Local authority	Lancashire
Inspection number	1101983
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	87
Number of children on roll	86
Name of registered person	Toddle In Daycare Nursery Limited
Registered person unique reference number	RP902599
Date of previous inspection	19 February 2014
Telephone number	01282 866 100

Toddle In Nursery Ltd registered in 2005. The nursery employs 24 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and five at level 2. The owner and pre-school leader are qualified early years teachers. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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