

# Toddle-Inn Day Nursery

105 Heath Park Road, Romford, RM2 5XH



## Inspection date

Previous inspection date

21 November 2017

7 July 2014

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The systems to support, coach and mentor staff are not fully effective to ensure the quality of teaching and staff's practice are raised to a consistently good level. The provider does not monitor the effectiveness of the support given to staff or act swiftly enough to address weaknesses.
- The quality of teaching is variable across the nursery. Staff do not always support children's learning and development well enough, to ensure all children make the progress of which they are capable.
- Staff do not always recognise when children are capable of completing easy tasks for themselves or support them to try to do things independently. This does not fully support children to develop all the skills they need for the future.

### It has the following strengths

- The manager and staff have strong relationships with parents. They communicate and share knowledge of children's care needs well.
- Staff praise and encourage children consistently to help support them in feeling confident.
- Children who need extra support to catch up are supported well overall. For example, a highly qualified member of staff provides individual support to them. She forms effective partnerships with other professionals to support children's individual needs consistently.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve the monitoring of staff practice, to ensure that the support, coaching and mentoring provided is fully effective to raise the quality of staff practice and outcomes for children</li> </ul>	16/01/2018
<ul style="list-style-type: none"> <li>■ improve the quality of teaching, in particular staff's interactions and support for children's communication and language skills, to help all children to make better progress</li> </ul>	16/01/2018
<ul style="list-style-type: none"> <li>■ improve opportunities for children to develop their independence.</li> </ul>	16/01/2018

### Inspection activities

- The inspector spoke to children, parents, the manager and staff.
- The inspector and the manager carried out a joint observation of a focused activity.
- The inspector observed staff interactions, children's activities and play in all rooms and in the garden.
- The inspector sampled documents, including policies, accident and incident records, and children's records.

### Inspector

Leanne Stranger

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Although the manager has evaluated the quality of the provision and recognises some areas of weakness, not all areas identified for improvement have been swiftly acted on. The monitoring of staff's teaching practice and children's learning experiences is not fully effective. The manager provides regular supervision for staff and encourages them to undertake training, including gaining qualifications. While staff are mentored by a highly qualified member of staff, this has not been fully successful in supporting staff's professional development to improve the quality of practice, which the manager recognises. Additional funding is used well, such as obtaining resources to support children to talk about their experiences. Safeguarding is effective. Staff understand their role in recognising and reporting concerns to help protect children from harm. They undertake regular risk assessments and supervise children closely to keep them safe.

### Quality of teaching, learning and assessment requires improvement

Staff do not provide consistently good levels of teaching to support children's learning and development effectively. At times, they do not extend children's language through further discussion or introduce vocabulary. Sometimes, staff's expectations of children's ability is not high enough and children are not always helped to be motivated or fully engaged in learning. For example, children moved away from focused activities and lost interest quickly. Despite this, staff know their key children well and use ongoing observations to help plan for their next steps in learning. They provide good information about children's progress to parents. Staff encourage children to challenge and develop their physical skills, such as using equipment in the garden. Some staff use spontaneous opportunities for teaching well, such as helping children count how many of them were wearing boots, and how many were not, while waiting to go outdoors.

### Personal development, behaviour and welfare require improvement

Staff do not always recognise opportunities for children to be independent and to complete simple tasks for themselves. For example, staff dipped toddlers' breadsticks in a dip and poured older children's drinks for them. Staff form positive relationships with children. They provide warm care to children and comfort them when needed. Children are happy and settled in the care of staff. Staff provide appropriate support to help children learn about expected behaviour. For example, they are reminded to use their 'kind hands' and 'kind words'.

### Outcomes for children require improvement

Weaknesses in teaching mean that not all children make the good progress of which they are capable and do not develop the skills to be ready for school consistently. However, children do gain some skills ready for future learning, such as developing small physical skills important for early writing. They are confident and form good friendships with each other. Children, including babies, make choices about what to play with.

## Setting details

<b>Unique reference number</b>	EY389953
<b>Local authority</b>	Havering
<b>Inspection number</b>	1071130
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Toddle-Inn Limited
<b>Registered person unique reference number</b>	RP902735
<b>Date of previous inspection</b>	7 July 2014
<b>Telephone number</b>	01708456123

Toddle-Inn Day Nursery registered in January 2009. It is situated within the residential area of Gidea Park, in the London Borough of Havering. The nursery is open each weekday, from 7.30am to 6.30pm, all year round. It receives funding for free early years education for children aged two, three and four. There are 10 permanent members of staff, of whom nine hold recognised early years qualifications, including one staff member with a level 5 qualification. The nursery employs a member of staff to cover at lunchtime.

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