

# Toy Box Day Nursery

34 Goodison Boulevard, Doncaster, DN4 6BX



## Inspection date

Previous inspection date

9 April 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 well with other professionals involved in children's care. They use targeted plans to ensure children who have special educational needs and/or disabilities and those who speak English as an additional language receive the support they need.
- Experienced and qualified staff provide children with a wide range of activities and experiences. Staff clearly understand how children learn and develop. They arrange the environment well and motivate children's interests. This helps to ignite children's curiosity and imaginative play. Children invite staff to join in with their play.
- Children develop positive relationships and play well together. They learn to respect and celebrate each other's differences. They develop a good understanding of diversity and the wider world beyond their immediate family experience.
- All staff are ambitious about providing good-quality care and learning experiences for all children. The key-person system is effective, helping children to develop close bonds with nurturing staff. This contributes towards their emotional security.
- Partnerships with parents are strong. Staff exchange valuable information with parents about children's achievements and guide them effectively in supporting their children's learning at home. They are complimentary about the nursery and support they receive.

### It is not yet outstanding because:

- At times, the organisation of some activities means that teaching is not sharply focused on fully extending children's learning to help them to make better than good progress.
- Staff do not always consider the impact of their interruptions on children's play when children are moved on to a new activity or when staff carry out daily routines.

## What the setting needs to do to improve further

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

- involve children more consistently in ongoing purposeful play and provide even more challenge to help all children to extend their learning to the highest level
- make arrangements so that children can find a natural conclusion to their play and learning and staff are able to continue to support and teach children without unnecessary interruption.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents. The inspector carried out a joint observation with the manager and the deputy manager and assessed children's learning.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policies documents, including the safeguarding policy and procedures.
- The inspector took account of the views of parents through discussions and their written feedback.

### Inspector

Rachael Barrett

## Inspection findings

### Effectiveness of the leadership and management is good

All staff are well trained in child protection. They know what to do should they be concerned about a child's welfare or the behaviour of a colleague. Procedures for staff recruitment and induction are robust. The manager constantly maintains staff-to-child ratios and staff closely supervise children. Safeguarding is effective. The manager monitors the progress of individuals and groups of children well. This helps them to identify any gaps in children's development and close them quickly. The manager and staff work closely with other early years professionals and local schools to share ideas. Feedback is gathered from staff, parents and children to identify strengths and areas for further development. The systems in place for checking staff's performance and evaluating and monitoring their practice are effective. Staff utilise the training they access to develop their practice. For example, following recent training, staff are providing risky play for children and promoting skills for early reading.

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

The qualified and experienced staff interact well with children. They get to know children very well. Staff do this by gathering important information about children's current interests when they first start at the nursery. They build on this with their own observations and assessments of their learning and achievements, enabling them to plan for children's individual needs. Children develop their physical skills well and benefit from regular sessions of outdoor play each day. They learn to use a range of wheeled toys and enjoy balancing on outdoor items, such as tyres. Staff skilfully support children's emerging language skills. Staff working with babies encourage them to make sounds and reinforce their attempts at new words. Older children are encouraged to make links with letters and the sounds they represent. All children enjoy mark making and older children are keen to demonstrate they can write their name on their artwork.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Staff are effective role models and provide children with clear and appropriate boundaries. Children learn the importance of sharing and being kind to each other. Children show they feel secure with the caring staff, such as when they are tired and need a cuddle. Younger babies are cared for according to parents' wishes. Staff adhere to routines from home to ensure babies feel emotionally secure in their care. They promote children's good health effectively and promote children's independence. The cook provides children with healthy and nutritious meals and snacks.

### Outcomes for children are good

All children progress well from where they started, including those who receive additional funding. Children gain the key skills needed for the next stage of their learning. Older children are confident communicators and interact well with each other. Younger children join in with singing and action songs enthusiastically. Babies master new physical skills, developing good balance and coordination as they explore, crawl and walk.

## Setting details

<b>Unique reference number</b>	EY498042
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	1037666
<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
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Bright Beginnings Childcare Limited
<b>Registered person unique reference number</b>	RP901722
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01302 370418

Toy Box Day Nursery registered again in 2016. The nursery employs 15 members of childcare staff. All staff hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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