

Inspection date	23 May 2018
Previous inspection date	19 February 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Teaching is highly responsive to children's individual needs. They make outstanding progress, including children who have special educational needs and/or disabilities. Parents are overwhelmed by their children's rapid development.
- Older children are provided with rich experiences that prepare them exceptionally well for starting school. They show incredible skill and confidence in using letter sounds, and concentrate at the highest levels to use physical skills and create still-life drawings.
- Young children communicate at an exceptional level and show an understanding of the world far beyond the expectations for their age. They talk to staff about the features of farm animals and understand where their food comes from.
- Babies benefit from the highly skilled key staff with whom they form secure bonds. Staff provide a highly stimulating, nurturing environment where babies feel safe.
- Children's health and well-being are paramount. The nursery has a dedicated chef who has achieved a gold award for nutrition. The chef liaises with staff, parents and children to ensure she meets every child's specific dietary needs to promote inclusion.
- The manager has excellent relationships in the local community. They have effective links with the college to promote high expectations of students who work in the nursery.
- Leaders and managers are highly committed, dedicated and inspirational. They value their staff team and strive for excellence in every aspect of the nursery's practice.

What the setting needs to do to improve further

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

- continue to support staff in helping young children to manage their strong feelings.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children and staff throughout the inspection.
- The inspector completed joint observations with the deputy managers.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation, such as the nursery's policies, children's learning books and evidence of the suitability of staff working in the nursery.
- The inspector obtained written feedback from parents, spoke to a number of parents during the inspection and took account of their views.

Inspector

Michelle Lorains

Inspection findings

Effectiveness of the leadership and management is outstanding

The managers demonstrate the highest expectations of their staff team and strive towards excellence, persistently using robust action plans in each room. Room leaders sharply monitor staff's practice and use individual staff development portfolios during robust supervision sessions to provide specific training targets. Staff are highly trained in areas of particular expertise to meet the needs of their key children. For example, the deputy manager is currently focusing on using her skills to support staff to continue to promote positive behaviour for the youngest children. Leaders and managers use robust ways to monitor and track children's individual progress and use group tracking information to evaluate staff's teaching in specific areas of learning. Safeguarding is effective. The managers complete highly effective safety audits and ensure staff are extremely vigilant if they have any concerns about children's welfare.

Quality of teaching, learning and assessment is outstanding

Staff are enthusiastic, passionate and highly skilled in enhancing children's learning through play. They use precise assessment information and highly detailed observations to plan for children to make rapid progress in every area of learning. Staff seek ways to include the ideas of parents and children to make activities exciting and build effective partnerships. For example, young children thoroughly enjoy sharing stories in pyjamas with the staff and their parents. Older children develop an excellent understanding of the world as they celebrate special occasions and throw a tea party for their grandparents. Staff help babies and young children to build on sensory experiences and provide highly effective levels of challenge and support. Toddlers show advanced mathematical skills as they use the resources to sort, build and categorise objects.

Personal development, behaviour and welfare are outstanding

Children have exceptional levels of self-confidence and older children's behaviour is exemplary. Staff work extremely hard to get to know children before they start. They gather robust and detailed care information from families and update this regularly to meet children's specific medical needs. Staff ensure children are effectively supported to move on to a new room or setting. They provide high-quality information to the next key person and ensure children are emotionally well prepared. Groups of children have their own highly stimulating outdoor environment and have an excellent knowledge of how to keep themselves safe. For example, older children manage small risks for themselves as they play in the tree house and follow boundaries while staff provide high levels of supervision. Young children are very independent and manage their own personal needs.

Outcomes for children are outstanding

Every child receives the best possible opportunity to reach their potential. They make excellent progress in relation to their starting points and extra funding is used exceptionally well to close gaps in learning. Young children are strong, confident explorers who are eager to learn. Older children have made rapid progress in their literacy and mathematical development. Children have exceptionally good social skills and are excited to share their new knowledge with others.

Setting details

Unique reference number	EY259841
Local authority	Wakefield
Inspection number	1091690
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 - 4
Total number of places	101
Number of children on roll	104
Name of registered person	Toy Box Partnership
Registered person unique reference number	RP521392
Date of previous inspection	19 February 2015
Telephone number	01924 201010

Toybox registered in 2003. It is situated in Wakefield, West Yorkshire. The nursery employs 23 childcare staff, all of whom hold appropriate early years qualifications. The nursery managers hold qualifications in early years and management at level 4 and there are a number of staff who hold degree qualifications, including one member of staff who holds qualified teacher status. The nursery opens Monday to Friday, all year round, except for public holidays and one week at Christmas. Sessions are from 7am until 6.30pm. The nursery provides funded early education places for two-, three- and four-year-old children.

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