

# Toucan Day Nursery

Toucan Day Nursery, 1 Teale Street, LONDON, E2 8RA



## Inspection date

14 June 2018

Previous inspection date

1 August 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The provider, who is also the manager, has worked with her early years adviser and staff to overcome issues that required improvement at the last inspection.
- The provider evaluates the provision effectively and identifies where additional improvements can be made, to enhance children's learning and enjoyment. For example, she has introduced a wider range of resources to the outdoor area, such as a mud kitchen and discovery house, to further support children's exploratory play.
- Staff promote children's physical development well. For instance, song and rhyme sessions for babies are interactive and teach them to move their bodies in different ways. Older children enjoy outdoor games, where staff introduce skills, such as throwing, catching and balancing.
- Staff are kind and caring. They speak to children respectfully and develop close and caring relationships with them. Children demonstrate that they feel confident and secure within the setting. They readily turn to staff for help or reassurance and interact confidently with visitors to the nursery.
- Children use their imaginations well. For instance, toddlers pretend to cook and care for dolls in the role-play area. Older children use toy figures to act out simple storylines.

### It is not yet outstanding because:

- On occasion, staff do not recognise when to challenge and extend children's abilities even further, to help them learn as much as possible from activities and resources.
- Staff do not always fully appreciate and value children's creativity; for example, they do not include children's own ideas in nursery displays.

## What the setting needs to do to improve further

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

- ensure that learning experiences are always challenging for children at different stages in their development, to help improve their learning even further.
- fully support children's attempts to express their thoughts, feelings and ideas using a wide range of media and materials, to further promote their creative development.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors to assess the quality of teaching and its impact on children's learning.
- The inspector held a meeting with the provider. She also explored the views of staff and children at intervals during the inspection.
- The inspector considered parents' views from discussions and written feedback.
- The inspector looked at a sample of documentation, including details of staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the provider.

### Inspector

Sarah Crawford

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff receive ongoing training to ensure that they maintain a robust understanding of welfare and child protection issues. They know how to report any concerns about staff conduct or children's welfare. The provider has improved her record keeping to ensure that important documents are readily available. She has strengthened support for staff to enhance their professional development. For instance, new staff receive a thorough induction, and continued support is provided through team meetings, training and individual staff supervision. Recent training has assisted staff to reflect more effectively on their practice, to help raise the quality of teaching and learning.

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

Staff observe children to identify what they need to learn next and monitor their progress to detect any gaps in their learning. They teach children well and provide a good range of interesting and stimulating activities. Staff form good partnerships with parents and, where necessary, other professionals to cater for children's individual needs. A trained staff member provides additional support where required to enhance children's social and communication skills. Children have very good opportunities to learn about the natural world. For example, staff take them on frequent outings to a nearby outdoor learning centre and a local farm. Children help to care for the plants in their sensory garden and enjoy smelling and tasting the herbs that they grow.

### Personal development, behaviour and welfare are good

Parents speak highly of the nursery. They feel that staff care for their children well and provide a safe and home-like environment. The nursery recently took part in an accredited scheme with their local authority, which has further enhanced their practice in promoting healthy lifestyles. The provider has reviewed the nursery menus to ensure that meals and snacks for children are well balanced and include plenty of fresh fruit and vegetable choices. Children develop strong social skills and their behaviour is very good. Babies and toddlers play happily alongside each other and learn how to share resources. Older children are friendly and helpful. They enjoy assisting with tasks, such as tidying up, and play cooperatively together.

### Outcomes for children are good

Children are active and independent learners. They confidently choose the toys and resources they wish to play with and enjoy exploring their own ideas and interests. For example, in the mud kitchen children have fun creating cake mixtures by adding water to soil. Children, including those who have special educational needs and/or disabilities and children who speak English as an additional language, make good progress from their starting points. They develop a range of skills to support the next stages in their development and their eventual move to school. Children show a keen interest in books and enjoy listening to stories. Older children learn to count and recognise numbers.

## Setting details

<b>Unique reference number</b>	EY300692
<b>Local authority</b>	Hackney
<b>Inspection number</b>	1111396
<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, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Audrey Ndyuka-Morgan
<b>Registered person unique reference number</b>	RP512372
<b>Date of previous inspection</b>	1 August 2017
<b>Telephone number</b>	020 7739 1710

Toucan Day Nursery registered in 2004. The nursery is open Monday to Friday from 8am to 6pm, all year round. The provider manages the setting and employs nine other members of staff. The provider holds a level 6 qualification and eight staff hold relevant childcare qualifications at level 3 or level 2. The provider receives funding to provide free early education for children aged two, three and four years.

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