

# Toybox Pre-School

Ellen Newbury Hall, Chapel Road, Sarisbury Green, Southampton,  
Hampshire SO31 7FB



<b>Inspection date</b>	3 October 2018
Previous inspection date	3 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

### The provision is good

- The provider has successfully addressed the actions from the previous inspection and raised the quality of the pre-school, to ensure all requirements are met.
- Overall, teaching is good. Staff use observations and assessments well to plan for children's next steps in learning. Children make good progress in relation to their starting points and acquire the skills they need for school.
- Children are keen and enthusiastic learners and enjoy making independent choices from a wide range of exciting play activities. They show positive attitudes to learning, such as when they retell a favourite story sat on the adult's chair in the cosy book area, to their friends.
- Children are extremely happy and well behaved. They build very positive, close relationships with the staff who show a strong understanding of their role as key person.

### It is not yet outstanding because:

- The provider recognises the SENCO would benefit from enhancing their knowledge and skills, to ensure all groups of children make the best possible progress.
- Although partnership with parents is strong overall, the sharing of information on children's progress and linking the learning to home activities is not of the highest quality.

## What the setting needs to do to improve further

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

- enhance the skills and knowledge of the SENCO to help all groups of children make the best possible progress
- strengthen partnership with parents with regard to sharing information on children's progress and linking their learning to home activities.

### Inspection activities

- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a joint observation with the provider/manager.
- The inspector held a leadership and management discussion with the provider/manager and the nominated person and looked at relevant documentation.
- The inspector observed children's play and learning activities indoors and outdoors, and talked to children.

#### Inspector

Loraine Wardlaw

## Inspection findings

### Effectiveness of leadership and management is good

The provider shows a strong commitment to continuous improvement. She has evaluated and improved standards consistently over the last year. Safeguarding is effective. The provider undertakes risk assessments to ensure hazards are kept to a minimum. The small staff team has a clear understanding of child protection procedures and is vigilant with regards to keeping children safe. The provider organises weekly training opportunities to increase staff knowledge. For example, training on 'interaction versus interference' has helped staff to improve their teaching skills. Parents express strong satisfaction with their child's experience and build lasting relationships with the provider.

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

Staff offer children a warm welcome and create an exciting and stimulating play environment for them. This helps new children to settle in and develop their curiosity. Staff take every opportunity to praise and engage children in challenging learning opportunities, such as during 'hello' song time. They encourage children to listen attentively, to recognise their names on pebbles, to sing songs loudly and in a whisper. Staff plan for children's next steps well, for example they put blackboard paint on small shapes to encourage the use of chalkboard pens. Activities which link to children's interests, such as dinosaurs, are planned well and supported by the staff who overall, show good teaching skills.

### Personal development, behaviour and welfare are good

Children have good opportunities to play indoors and outdoors, which has a positive effect on their physical skills. Children settle quickly and form very strong bonds with their key person. They understand the routines of the morning through clear communication from staff. Staff carry out strong teaching strategies, such as singing the tidy-up song alongside putting away the toy resources. This helps children to learn rules. Staff support children to understand the importance of being healthy and learn routines to support their well-being, such as washing their hands before eating. They work closely with parents on key-developmental milestones, such as toilet training.

### Outcomes for children are good

Children show valuable skills for their future learning, such as school. They have positive attitudes towards learning and acquire good social and language skills. For example, older children play imaginatively, harmoniously and lead their friends in pretend play. They talk confidently, ask curious questions in dinosaur play and make reference to a book. Children show good mathematical skills. They help the staff to find the correct number of seats for each child at snack time and accurately name shapes.

## Setting details

<b>Unique reference number</b>	109797
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10077377
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	Jones, Christine
<b>Registered person unique reference number</b>	RP511890
<b>Date of previous inspection</b>	3 October 2017
<b>Telephone number</b>	01489 576902

Toybox Pre-School registered in 1993. The pre-school is open from 8.30am, Monday to Friday, except Thursdays during school term time. It closes at 1.30pm. The pre-school is in receipt of funding for the provision of early education for two-, three- and four-year-old children. The provider/manager of the pre-school currently employs one member of staff to work with her, directly with the children. The manager/provider is qualified to level 3 in early years and the deputy manager is working towards level 3.

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