

Toybox Pre School Group

Sports Field, Handford Hall Primary School, 44 Gatacre Road, Ipswich, Suffolk IP1 2LQ



Inspection date	18 October 2018
Previous inspection date	10 January 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision requires improvement. It is not yet good because:

- Staff do not pay as much attention to giving younger children the same level of interaction and encouragement as they do to slightly older children.
- Staff do not have high expectations of what children can achieve. They do not adapt activities well enough to provide a sufficiently challenging experience for all children.
- The management team does not assess the impact of teaching on the attainment of different groups of children, to target teaching more effectively.

It has the following strengths

- The pre-school's management team demonstrates a strong commitment towards improvement. The team has taken steps to address the actions set at the last inspection.
- Partnerships with parents are friendly and trusting. Parents are kept well informed about their children's day and learning. They hold staff in high regard, describing them as 'friendly and caring'.
- Staff promote children's speech and language skills effectively, including those who speak English as an additional language. They model speech, engage children in simple conversations and give them time to consider questions before answering.
- Staff in the pre-school have a positive approach to diversity. They support children's developing awareness of their own culture and customs, as well as helping them learn about people and communities beyond their immediate experience.

What the setting needs to do to improve further

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

	Due date
improve staff's interaction with younger children to ensure that they receive a good level of adult support as they play and learn	18/01/2019
improve the quality of teaching to ensure that activities offer children sufficient challenge and meet their individual learning needs.	18/01/2019

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

- put in place systems for tracking different groups of children to help target teaching more effectively.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the pre-school manager.
- The inspector held a meeting with the management team, including the provider, the pre-school manager and the office manager.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, self-evaluation and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management requires improvement

Although some progress has been made since the last inspection, the quality of teaching needs further improvement to provide a consistently good play and learning experience for children. The managers and staff have started to reflect on the service they provide in order to promote better outcomes for children. For example, staff are encouraged to observe and learn from each other's practice. Professional development is supported to promote a good level of teaching and learning. There is a programme of regular supervision to foster a culture of mutual support. The management team monitors the progress of individual children but has not yet started to check the attainment of different groups of children. Safeguarding is effective. Staff have a good awareness of the indicators of abuse and what to do if they are concerned about a child.

Quality of teaching, learning and assessment requires improvement

Some teaching supports children's play and learning well. However, this is not consistent to ensure that all children are making the best possible progress that they can. For example, staff do not ensure that they engage with younger children and do not always build on what children know to challenge their learning. As a result, children lose interest and are not always motivated to engage in activities. Despite this, staff do observe children as they play and evaluate their observations well. This supports them to identify what they need to do to support their continuing progress. Staff provide a good range of toys and resources, indoors and outside, that promotes all areas of learning. Good attention to planning for outdoors helps ensure that those children who learn best from being outside can do so. Children play in the water tray. They explore how to use their hands to stop balls rolling down the chute into the water. Older children organise the balls by colour.

Personal development, behaviour and welfare require improvement

Children are happy and settled. However, staff do not always ensure that they are interacting with younger children to support them in developing a positive sense of themselves and an enjoyment of learning. Despite this, children feel safe and secure in their relationships with staff. They develop close emotional attachments to their key person and other adults. The key persons build friendly and trusting relationships with children and parents. Children behave well and respond positively to the expectations of staff. Staff talk to children calmly and guide them well to have regard for each other's needs and feelings. Children who have special educational needs and/or disabilities are supported well. The member of staff responsible for supporting these children is knowledgeable and enthusiastic about her role.

Outcomes for children require improvement

Weaknesses in the quality of teaching and learning impact on children's ability to develop foundations for future learning, such as moving on to school. Children do develop some basic key skills. For example, they manage their own personal hygiene relevant to their age and stage of development. Children enjoy stories and books. They use some number names spontaneously as they play.

Setting details

Unique reference number	251699
Local authority	Suffolk
Inspection number	10080262
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	28
Number of children on roll	50
Name of registered person	Toybox Pre School Group Committee
Registered person unique reference number	RP523563
Date of previous inspection	10 January 2018
Telephone number	01473 216477

Toybox Pre School Group registered in 1991. The pre-school employs 14 members of staff, including an office manager who does not work with the children. Of the childcare staff, all hold relevant early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during school term times. Sessions are available from 8am until 6pm. The pre-school receives funding to provide free early education for two-, three- and four-year-olds.

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