

# Toybox Children's Nursery Ltd

217 Upperthorpe, SHEFFIELD S6 3NG



<b>Inspection date</b>	10 January 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

### This provision is good

- The managers and their well-qualified staff provide a warm, friendly and welcoming learning environment. Staff successfully support children to behave well and consider the needs of others.
- Staff accurately assess children's progress and plan engaging activities to encourage their good achievement in all aspects of their learning. The staff carefully consider the progress of all groups of children to make sure that any gaps in learning are promptly addressed.
- Staff work well with other professionals, such as inclusion services, to help children with special educational needs achieve their best. They prepare all children well for the next stage in their education.
- The nursery staff provide a broad and exciting curriculum. They enrich children's experiences through the well-planned outdoor and allotment area. Children have good opportunities to make presentations and performances to parents for Christmas and other occasions.
- Staff form a strong partnership with children's parents and carers. They offer regular information on children's progress and provide guidance and support for children's learning at home.
- The procedures for improving the overall quality of the nursery's provision are not sharply focused on strongly raising children's achievement.
- Staff do not consistently encourage children to use their emerging speaking skills.

## What the setting needs to do to improve further

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

- build on procedures for evaluating and improving nursery provision to sharply focus future priorities on further raising children's achievement
- strengthen strategies to encourage children to more consistently use their emerging speaking skills.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held meetings with the nursery managers. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views from written evidence.

#### Inspector

Andrew Clark

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a very clear understanding of the steps to follow if they have a concern about children's safety or well-being. The leadership ensures that staff's knowledge and understanding of child protection procedures are constantly refreshed, for example through spot quizzes and regular training. There are robust systems to check that all staff are suitable to work with children. The procedures to supervise and strengthen staff's teaching skills are positive. The managers make regular observations of staff's teaching as a basis for their further development. The leadership encourages staff and parents to express their views and involves them well in future improvements. This has contributed, for example, to developments in communication with parents and the development of menus.

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

Staff have high expectations overall and a thorough understanding of the needs of the babies and children in their care. Staff work closely with parents to help children get off to a strong start from their individual starting points. Babies are encouraged to develop their awareness of others and to explore the world around them. For example, they enjoy listening to stories and songs about animals as they handle books and soft toys. Staff bring learning to life through well-planned activities and attractive resources. For example, staff provide a wide range of colourful, glittering paints and collage material in the creative crown-making activity.

### Personal development, behaviour and welfare are good

Children develop a very positive relationship with staff from the start of their time in the nursery. They develop their trust and confidence in a range of play situations and with people outside their immediate family. For example, staff help children extend their social skills through activities played with different age groups in the challenging outdoor areas. Staff encourage children to establish good health and hygiene awareness. For example, they encourage children to regularly keep their environment tidy and to regularly wash their hands. Babies and children eat healthy and well-prepared meals in social and friendly groups. They make strong progress in trying new foods and using suitable cutlery to eat with. Staff help children to express their opinions and make decisions for themselves. Staff provide strong support to all children, including those who are in vulnerable circumstances, to develop their confidence and self-awareness and help them to participate in all that the staff at the nursery have to offer.

### Outcomes for children are good

Children achieve well. The nursery forms good links with other settings children attend and supports their smooth transition to school. Children develop curiosity and a keenness to learn. For example, they enjoy exploring the properties of ice and think of their own questions to consider. They show good levels of independence. For example, children spend a long period creating imaginative role play for their toy dinosaur families. They enjoy solving problems, such as tackling jigsaws together. The staff work closely with local schools to help children establish their early reading and writing skills and use these skills in labels and displays.

## Setting details

<b>Unique reference number</b>	EY543840
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10091458
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Toybox Childrens Nursery Ltd
<b>Registered person unique reference number</b>	RP543839
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01142685623

Toybox Children's Nursery Ltd registered in 2017 and is located in Sheffield. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including two at level 5 and one at level 6. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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