

# Inspection of Toybox Pre School Group

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

---

Inspection date: 10 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Requires improvement
--	----------------------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children's needs are understood from the start as staff take time to sit and talk with each family to complete records that include information about children's interests and abilities. Younger and new children show curiosity as they closely watch older children using tools correctly. For instance, as older children identify different numerals, they choose corresponding paddles, which they adeptly switch on to light up the correct number symbol. Language development features highly in the educational programmes and is promoted well. Older children develop their knowledge of phonics as they explore sounds and letters. A lending library enables all children to share their love of stories at home. Children all make good progress.

Children are secure, feel safe and are listened to by staff. They have daily opportunities to share their ideas and try things out for themselves. Staff throughout the setting plan and provide a rich variety of experiences that help children to learn about people, families and communities beyond their own. Children learn to think about their emotions and have time with adults to share their feelings. The atmosphere is calm, and on the whole behaviour is very good. Children play collaboratively as they explore the natural environment. For example, when a ladybird is discovered, children flock around a large sunflower and listen intently to a member of staff who encourages them to identify the ladybird's colour and count how many spots they can see.

## **What does the early years setting do well and what does it need to do better?**

- The management team has a clear vision about the future of the setting. It listens to staff, parents and children, taking their views into consideration when planning future improvements.
- The management team and staff have worked extremely hard, since the last inspection, to review and improve practice. Attention to staff training has led directly to a very good level of high-quality, inclusive care and education.
- The learning programme is consistently planned to build on what each child knows and can do. Staff understand how young children learn. They provide a wide range of exciting learning opportunities inside and outside. Children move freely around these activities, engaging and playing at their own pace, which helps them to absorb new ideas.
- Staff encourage children to handle and learn from books. They read to children in a way that enthuses them to participate and share their ideas about what will happen next. For example, when the wolf huffs and puffs, children know he will blow down the house of straw. These opportunities help to introduce children to new ideas and language.
- Staff prepare children for life, helping them to learn about respecting others and developing their understanding of the similarities and differences of the friends

and staff around them. Children's confidence and independence grow as staff teach them how to take appropriate risks, such as negotiating safe pathways while using wheeled toys. These opportunities also help to support children's physical strength and coordination.

- A healthy diet and a range of opportunities for physically active play help to keep children fit and well. Discussions enable them to learn about leading healthy lifestyles. Staff give clear and consistent messages to children that support healthy choices around food, rest, exercise, and screen time on the interactive whiteboard.
- Stay-and-play sessions are regularly organised to provide opportunities for parents to learn how their children develop different skills through play. Parents share learning that happens at home as they tell their child's key person about achievements and events. This helps staff learn more about each child, enabling them to plan a curriculum that helps to challenge children to the optimum.
- Children demonstrate positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children take pride in their achievements. However, strategies to support new children are not employed as effectively to ensure that they are given clear boundaries from the outset.
- There is scope to increase partnership working with staff at the local school and other schools to increase staff's professional interactions and development with other early years professionals.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff regularly update their training and have a very good understanding of dealing with child protection issues. They know exactly who to contact and have systems in place for recording concerns efficiently. This helps to protect children's well-being. All staff remain vigilant in identifying potential hazards within the pre-school premises and when taking children out into the local community. Good attention to pre-planning helps to ensure children remain safe.

## What does the setting need to do to improve?

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

- increase, even further, staff's understanding of highly effective strategies they can implement to provide even greater support for children when they encounter difficulties while playing with others, enabling them to develop higher levels of self-control
- strengthen partnerships with staff in other early years settings to develop even more effective ways to share information and extend opportunities for staff and children to learn from others in the local area.

## Setting details

<b>Unique reference number</b>	251699
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10082794
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Toybox Pre School Group Committee
<b>Registered person unique reference number</b>	RP523563
<b>Telephone number</b>	01473 216477
<b>Date of previous inspection</b>	18 October 2018

## Information about this early years setting

Toybox Pre School Group registered in 1991. The pre-school employs 11 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 to 6pm. The pre-school receives funding to provide early education for two-, three- and four-year-olds.

## Information about this inspection

### Inspector

Lynn Clements

### Inspection activities

- The inspector completed a learning walk with the manager, inside and outside, to review the quality of children's experiences and staff's teaching practice.
- The inspector observed and discussed a specific activity with the manager.
- The inspector spoke to staff, children, parents and the chairperson of the committee during the inspection.
- The inspector looked at relevant documents, including the suitability checks of the management team and staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019