

Inspection of Toddlers University

Toddlers University, Park Road, Ilkeston DE7 5DR

Inspection date: 19 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are safe and secure in this welcoming and friendly nursery. They are happy and well settled. Children move around the rooms and confidently choose what they want to do and play with. Staff have high expectations for children's learning and development and interact with them in a positive manner. Children behave well and play well together. They take turns to roll the cars down the ramps and share the water equipment. Children are becoming independent from an early age, which helps their future learning. Older children know to wash their hands before lunch and help to serve their own food and pour their drinks. Babies feed themselves and are learning to wipe their own hands. Children spend time outside and grow fruit and vegetables and enjoy the wonders of making pretend campfires. They run around, climb apparatus and pedal bicycles on the road track as they develop their physical skills effectively. Babies who are in the early stages of walking explore the safe environment. For example, they hold on to the furniture and push walkers around to help steady their walking.

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

- The manager is well focused and ambitious. She has worked hard on developing the quality of the provision. For example, she has altered the outside area and it now provides more opportunities for children to independently explore and investigate the resources. She carries out checks to remove any hazards to ensure the environment safe.
- The manager provides strong leadership to the staff. She carries out ongoing vetting checks to ensure staff are suitable to work with children. She implements effective checks on staff's performance to help improve their practice. Staff are committed to attending training to help increase their skills and knowledge.
- Staff have effective partnerships with parents and other professionals involved in the children's care and learning. They inform parents of the achievements their children make and talk to them on a daily basis about what they have done. However, staff do not seek a full range of information from parents about what children already know and can do when they first start. This means staff are not able to assess the children's starting points accurately and provide activities to enrich children's current experiences from home to support their further learning.
- Staff understand how children learn and use their knowledge to plan activities that are exciting and interesting. This promotes children's learning effectively. Staff observe children while they play and assess what they can do. They adapt activities to follow children's interests. For example, they use the farm animals and tractors as props to help children to listen to stories. However, occasionally, staff overlook opportunities during play to provide extra challenges to help extend children's learning even further.

- Children demonstrate a positive attitude to their learning and are willing to take part in activities. For instance, they thoroughly enjoy singing rhymes and songs. Children listen and concentrate on instructions and use musical instruments well. They shake, bang and rattle the instruments as they sing. Staff praise the children's efforts, which helps to build their self-esteem and confidence.
- Staff build strong attachments with the children, and the key-person system helps extend these further. Staff promote children's emotional well-being effectively. They encourage children to do things for themselves, such as follow good hygiene procedures and put on their coats. This helps to build children's personal care skills.
- Staff promote healthy lifestyles and provide children with healthy snacks, nutritious meals and plenty of exercise. They provide activities to help children learn about healthy food. For example, staff put real fruit and vegetables in the play kitchen, such as a coconut, broccoli and a melon, and children grow potatoes and tomatoes. This also lets children know about different fruits and vegetables they could eat.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a thorough understanding of the signs and symptoms that could indicate a child is at risk of harm. They demonstrate a good knowledge of child protection issues and know what action to take should they be concerned about a child in their care. The manager knows what to do if she has an allegation made against herself or member of staff. The manager and staff have completed further safeguarding training to help them understand the wider issues of child protection.

What does the setting need to do to improve?

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

- strengthen the existing partnerships with parents and gather detailed information about what children know and can do when they first start at the nursery, to build on their future learning
- build on what children already know and provide extra challenge during their play, to help extend children's learning even further.

Setting details

Unique reference number	EY500179
Local authority	Derbyshire
Inspection number	10082918
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 8
Total number of places	66
Number of children on roll	20
Name of registered person	Toddlers Uni Limited
Registered person unique reference number	RP901158
Telephone number	01159444294
Date of previous inspection	19 October 2018

Information about this early years setting

Toddlers University originally registered in 2004 and re-registered in 2016. The nursery is open five days a week, from 7.30am to 6pm, excluding bank holidays and a week at Christmas. There are five members of staff who work directly with the children. All of the staff hold appropriate early years qualifications at level 3. The nursery is in receipt of funding for early education for three- and four-year-old children.

Information about this inspection

Inspector

Jan Hughes

Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection. She spoke to the owner of the nursery and held discussions with the manager throughout the inspection.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the manager. She discussed children's assessments, their learning and development and the progress they make with the child's key person and manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection. In addition, she looked at questionnaires completed by parents.
- The inspector sampled a wide range of documentation, including attendance records, evidence of staff's suitability checks and qualifications. She also reviewed documentation linked to managing staff's performance and the nursery's action plan for improvement.

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.

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