

# Inspection of Toddlers Inn Day Nursery

24 High Street, Eye, Peterborough, Cambridgeshire PE6 7UU

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Inspection date: 15 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy attending this warm and welcoming nursery. They form very strong bonds with kind and caring staff, who know the children they care for well. Children are settled and happy. Babies particularly welcome close contact and interaction with adults. For example, they enjoy cuddles with staff when they wake from a sleep and prefer to sit on staff's laps as they listen to stories.

Children learn and develop well. They follow an interesting curriculum that fully considers their prior knowledge, interests and current learning needs. Children form friendships and demonstrate kindness towards others. For example, older children take care of younger children in the garden. They hold their hands and help them jump down from a crate in the obstacle course they are following. These are firm qualities that help children to be fully prepared for the next stage of their education.

Children learn about the local community and the people who live and work there. They are frequently taken for walks in the village to the shops, park and library. Children learn about those people less fortunate than themselves. For example, recently, the nursery organised a food collection for local homeless people. This helps children to gain an understanding, respect and appreciation of others.

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

- The nursery is led and managed well by an effective leadership team. The manager is proactive and passionate about childcare. She considers the well-being of her staff. She monitors workloads and provides constant opportunities for them to discuss any concerns they may have. Staff say they are well supported.
- Staff work closely with parents to help settle their children into the nursery. The same consideration is given to children as they move between nursery rooms and parents are fully involved in this transition. Staff are knowledgeable regarding children's family backgrounds and individual needs.
- Outdoor play spaces are a real strength of the setting. They provide a rich learning environment where children can explore a range of play opportunities. Children show real ownership of the areas and have good opportunities to direct their own play. They thoroughly enjoy creating 'mud pies' and putting together an obstacle course to practise their balancing skills.
- Staff quickly identify and implement a targeted approach for those children who require additional support in their learning. They work extremely closely with other professionals and children's families to support children's welfare and all-round development.
- Children are confident. They are eager to explore their environment, and the

activities on offer help them to be motivated to learn. Staff regularly observe children as they play and make accurate assessments of their learning. They use this information effectively to plan for children's ongoing development.

- Children are encouraged to be independent. Older children manage their own self-care needs well. At mealtimes they serve their own foods and scrape their plates when they have finished. Toddlers learn to confidently feed themselves.
- Children enjoy a range of home-cooked meals from a well-balanced and nutritious menu. Their food preferences are considered when planning meals. Clear systems are in place to ensure that staff are fully aware of children's dietary requirements and any food intolerances when serving lunch or snacks.
- Staff place a strong focus on developing children's communication and language skills. Staff read books and ask children questions about the story to encourage their thinking. Older children confidently talk about their home life and experiences outside of nursery. Staff repeat words for younger children to help strengthen their vocabulary.
- Children behave well. Older children understand and confidently follow the nursery's routines. Children are praised for their efforts and achievements, helping to raise their self-esteem and confidence.
- Staff have developed secure relationships with parents. They keep parents regularly informed of their children's progress through an online system. Staff provide parents with clear information about their child's day during collection times. Staff discuss ways in which parents can help support learning at home. Parents speak very positively about the nursery and staff.
- Staff have many opportunities to enhance their practice. However, the leadership team has not fully implemented an effective professional programme that will help all staff develop a deeper knowledge of teaching and learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand the procedures to follow should they have concerns about children in their care. They attend regular safeguarding training, which helps to ensure that their knowledge and understanding are consistently updated. Thorough recruitment procedures are in place to ensure the suitability of adults who work with children. Furthermore, their ongoing suitability is regularly monitored. The premises are safe and secure, and children are always supervised as they play.

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

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

- sharpen the focus on professional development opportunities that help staff to develop a deeper knowledge of teaching and learning.

## Setting details

<b>Unique reference number</b>	256838
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10059355
<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>	1 to 4
<b>Total number of places</b>	71
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Darmanin, Joanne
<b>Registered person unique reference number</b>	RP906347
<b>Telephone number</b>	01733 223 990
<b>Date of previous inspection</b>	24 July 2015

## Information about this early years setting

Toddlers Inn Day Nursery registered in 2001. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Carly Mooney

## Inspection activities

- The inspector undertook a learning walk with the manager to find out about the setting and the children who attend.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and evaluated with the manager.
- The inspector held a meeting with the provider, manager and deputy manager. She looked at relevant documentation, including evidence of the suitability of staff working in the setting.
- The inspector spoke to a parent and looked at written feedback to gain their views.

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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