

Inspection of Toddington Nursery School

Toddington School, Stow Road, Toddington, Cheltenham GL54 5DU

Inspection date: 18 May 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

The organisation of drop-off and collection routines has been adapted since the COVID-19 (coronavirus) pandemic. This means parents are no longer able to enter the classrooms with their children each morning. However, children are warmly greeted by staff at their classroom doors and parents have the opportunity to share information with staff while their children settle into their play.

During the day, children play and learn in the exciting indoor and outdoor environments. Toddlers eagerly search for a worm family in the woodland area. They exclaim excitedly when they find three worms, comparing the lengths of each one and telling their friends the smallest one is the 'baby'.

Babies explore colour and pattern with paint as they notice the marks vehicles make as they move them back and forth in paint. They notice how the paint coats their hands and discover the marks they can make when they press their hands on the mat. Staff encourage babies' exploration of the paint as they offer praise and encouragement.

Older children's well-being is promoted through activities that help children to share their emotions. Staff encourage them to 'push away' sad feelings and share with the group what makes them happy. Children talk about loving 'mummy and daddy', favourite pets or new siblings.

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

- Children are keen to learn and join in with different activities. Staff narrate what children are doing and offer new words when children struggle to name things they see. For example, in the woodland area when toddlers spot the catkins from the tree and mistake them for caterpillars, staff tell them the correct word. However, staff do not follow this up to check whether the children have understood the difference.
- Parents understand the changes the manager and staff team have needed to make to keep children safe during COVID-19. They comment that the manager and staff have kept them well informed about their children's progress and have used creative ways to stay in touch, such as sharing videos of their children at play on the nursery's secure online system.
- Staff working with the older children regularly check the impact of teaching, encouraging children to recall what they have learned. Children talk about the life cycle of the butterfly. They take others to see the cage and proudly tell them they can remember that caterpillars turn into cocoons before becoming butterflies.
- Staff recognise that some children need extra support since returning to the

nursery after it was closed during lockdown. Staff provide opportunities for children to manage emotions, share and take turns. For example, they offer children a vote on which story or activity they would like to do next or give a five minute warning when there are changes to the routine. Staff acknowledge what children say and help them accept when they do not get their first choice.

- Children confidently express their thoughts and ideas, and their communication skills develop well. Staff speak clearly to model pronunciation of words and use a broad vocabulary. They listen carefully when children talk and identify when children may need extra support with their communication skills. Staff make sure they organise support from relevant professionals and any gaps close quickly.
- Innovative thinking in the pre-school has supported children's personal, social and emotional development, as well as focusing on promoting learning around mathematics. Children have helped develop a mathematics area. They contribute to decisions about resources and equipment, bringing in natural objects they find in the woodland area to count and sort. Children's social skills, knowledge of mathematical concepts and vocabulary have increased as they work cooperatively with each other and staff on this exciting new project area.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the manager has ensured that all staff have completed further safeguarding training. They understand their roles and responsibilities in keeping children safe extremely well. All staff have a secure knowledge and understanding of the safeguarding policies and procedures. They know exactly what to do if they need to refer concerns about the welfare of a child. There have been some changes to staff, and the manager implements thorough recruitment, induction and monitoring procedures. These include regular checking of all staff's suitability to work with children.

What does the setting need to do to improve?

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

- ensure staff use their knowledge about what children can do and have learned, to further extend children's development.

Setting details

Unique reference number	EY548988
Local authority	Gloucestershire
Inspection number	10144749
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 at time of inspection	1 to 4
Total number of places	44
Number of children on roll	46
Name of registered person	Toddington Nursery School Limited
Registered person unique reference number	RP532787
Telephone number	07867577658
Date of previous inspection	15 January 2020

Information about this early years setting

Toddington Nursery School registered in 2017 and is based in Toddington, near Cheltenham. The nursery is open from 8am to 5.30pm Monday to Friday, during term time only. It is registered to accept funding for the provision of free early education for children aged two, three and four years, including the extended 30 hours offer. Nine members of staff work with the children, one of whom holds qualified teacher status. There are two members of staff with appropriate childcare qualifications at level 4, one staff member with an appropriate childcare qualification at level 3 and one staff member with an appropriate childcare qualification at level 2.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager, room leaders and the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- The inspector carried out a joint observation with the manager in the pre-school and baby rooms to review the quality of teaching.
- Parents spoke to the inspector and shared online views about the nursery, including the different ways in which staff have kept them informed about what children are doing and learning.
- Children talked with the inspector about what they had learned and what they liked about their nursery.

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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