

# Inspection of Toddler Town Nursery

The Quarter, 8 Lower Hall Lane, Walsall, Staffordshire WS1 1RH

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Inspection date: 9 June 2021

<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	Not applicable
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happily to the nursery and enjoy the time they spend there. They are eager to learn, play and make new discoveries. For example, they know how to use magnifying glasses and look carefully at objects that interest them. They talk excitedly about recent experiences they have had at the nursery. This includes recalling a visit from the animal lady and how they held a snake.

All children make good progress. This includes children who have special educational needs and/or disabilities. Children gain a wide range of useful skills and knowledge in readiness for their future learning and school. Older children have interesting ideas and express these clearly, such as the purpose of an igloo. They understand and use a wide vocabulary, and give detailed explanations. Younger children learn new words and begin to speak in short sentences.

Following the COVID-19 (coronavirus) pandemic, staff noticed that children needed more support to gain confidence in their independence and focused their teaching to support this. Children have good levels of independence and eagerly complete everyday tasks for themselves. Staff have high expectations of children and are positive role models. Children behave well and know how to be friendly to others. They understand what staff expect from them. They are sensible and polite when they walk around the town centre with staff and know how to keep themselves, and others safe.

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

- The manager reviews the quality of the nursery thoroughly. She works with staff to continually identify and address further areas for development. For example, the manager and staff successfully enhanced their teaching and children's learning experiences in mathematics.
- The manager checks the quality of teaching and children's learning. She identifies where staff practice can be extended further and provides them with targeted training. This helps them to enhance their knowledge and improve their teaching further. Staff have a good understanding of how young children learn. They make good use of their observations of children's achievements to identify what they need to learn next. Staff successfully help children who have communication and language delay to progress well. Overall, they know how to adjust their teaching to provide the right level of challenge for children at different stages of development. However, during some circle times, staff do not vary their teaching to challenge children's learning as well as possible. This means that children do not further their knowledge as well as they do in other activities.
- Parents do not currently enter the nursery due to a COVID-19 (coronavirus) risk

assessment. Staff make every effort to keep parents informed about their children's progress and activities through regular discussions. For instance, they made weekly contact with parents during lockdown to check on children's well-being and to offer support for their learning. Parents say that their children progress well and are ready for the move to school. The key-person system is effective and staff have a detailed knowledge of children's needs, and interests. This helps to provide continuity in children's care and learning.

- Staff provide opportunities for children to be active each day, such as walking and playing games in the park. However, at times, staff are overly cautious. They slightly limit the chances that children have to be adventurous and experience a sense of risk in their play.
- Children benefit from many opportunities to learn about their local community. For example, children enjoy the walks that staff take them on around the town. They like talking to the people who work there, such as bus drivers and shop assistants. Children know how to use a map to spot some familiar landmarks. This includes the train station, bus depot and market. Staff risk assess these visits carefully to keep children safe and supervise them closely.
- Staff follow good hygiene routines and help children learn how to stop the spread of germs. Children know they must wash their hands regularly, including after using the toilet and before eating. Children benefit from the nutritious meals and snacks that the nursery provides them. This supports their health well.
- Children progress well with their literacy. They talk about their writing, link letters to sounds and enjoy reading books. Children become familiar with stories they enjoy and can say what happens next.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. This includes wider issues relating to safeguarding, such as the 'Prevent' duty and abuse that girls in particular are at risk from. The manager and staff attend regular training and are vigilant about children's safety. Staff know what to do should they have concerns about the conduct of a colleague. Leaders follow robust recruitment procedures to ensure staffs' suitability. Staff make careful risk assessments to ensure the safety of children attending the nursery.

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

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

- review arrangements for children's learning during circle times, to identify how to challenge them even further

- identify how staff can increase opportunities for children to engage in adventurous play and take appropriate risks.

## Setting details

<b>Unique reference number</b>	2510918
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10191671
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Little Hooligans Ltd
<b>Registered person unique reference number</b>	2510917
<b>Telephone number</b>	07779656608
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Toddler Town Nursery registered in 2019 and operates in Walsall. It opens Monday to Friday from 8am to 6pm during term time only. The nursery employs six staff. Of these, three hold relevant early years qualifications at level 3 and one at level 6. The nursery receives funding to provide free early years education to two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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 and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, parents and interacted with children.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures.

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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