

Inspection of Toybox Day Nursery

393 Station Road, Stechford, BIRMINGHAM B33 8PL

Inspection date: 29 June 2021

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

The provision is good

Children are warmly welcomed into the nursery by staff. All children form strong relationships with staff and their key persons. The youngest children enjoy games of peekaboo and hiding under blankets while being tickled as they giggle aloud. This supports them to feel happy, safe and secure. Older children find their names on the pegs, hang up their coats and bags and take their name-card for self-registration. This gives them a sense of belonging and helps to nurture their growing independence skills.

There is a strong emphasis on children's physical development both indoors and outdoors. Children enjoy morning yoga sessions to 'wake up, shake up'. The youngest children enjoy finding different parts of their body. Older children dance and sing to action songs. They enjoy dressing up and submerge themselves in imaginative play. Staff pretend they are ill in hospital. Children, dressed as doctors, confidently use critical thinking and problem-solving skills to find ways to make their patient better.

Children are thriving and have a thirst for learning. They are fully engaged in a wide range of activities on offer. Older children have the opportunity to manage their own risks by using real hammers as they smash through ice to find hidden toy animals. They learn to safely take risks as they climb up and down ladders fixed to trees in the forest school area.

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

- The manager and new staff team have made significant improvements since the last inspection. Risk assessments of the environment, activities and premises are effective at identifying risk. Action is taken to make them safe. Children demonstrate the key-person system is fully embedded and effective as they enjoy being at the nursery. They show characteristics of effective learning as they are eager to have a go and try new skills. Staff know children and their families extremely well. They use this knowledge about the child, their interests and how they prefer to learn, to plan and provide exciting activities to capture children's imagination.
- Parents report that they recognise the transformation to the nursery since the last inspection and credit this to the manager and her staff team. They comment that their children love coming to the nursery and separate with ease. Information is shared with parents about their child's learning. However, the nursery has not yet fully supported parents to extend their child's learning at home.
- The manager carries out regular observations and staff appraisals. She supports staff in their professional development. This ensures that the quality of teaching

is consistently good throughout the nursery. Staff feel well supported in their roles.

- The curriculum covers all seven areas of learning. Particular attention is paid to children becoming early and effective communicators. Staff provide lots of activities to extend children's communication skills. Young children enjoy mixing oats and water, using their hands and utensils. They talk about making cakes and extend this to talking about what they do at home. They learn new words, such as 'sticky', and the youngest children are supported to say singular words, such as 'pat'. However, resources do not always fully support children's early literacy skills to ignite a love of reading, which would further extend and support these emerging skills.
- Staff support children to manage their behaviour and feelings. Older children are reminded of the rules within the pre-school room. Unwanted behaviour is swiftly dealt with by staff in an appropriate way. Children are developing skills required for their next stage of learning and eventual move to school. They learn to be independent. They clear away their plates and cups after snack time and wash and dry them. Children learn the importance of a healthy lifestyle and regularly wash their hands after messy play, before and after a healthy snack and lunch.
- Children enjoy lots of time outside in the large, well-equipped, fully secure outdoor space and forest school area. This promotes their physical skills and understanding of the world. They catch a ladybird, which sparks discussion about the insect. Some children access a 'tinker table' which is set up with things from the ocean. Sounds are played of crashing waves next to the table. However, on occasions, the noise level in the pre-school room is so loud it can impact on children who are less confident.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff receive appropriate training in safeguarding and child protection. All staff are confident in what action they would take if they had concerns about children in their care. They recognise that safeguarding children is about supporting families and the child, as well as making sure the environment is safe for children to explore free from risks. The manager has completed safer recruitment checks on all staff and ensures their continued suitability through regular training and support. A new behaviour management policy, key-person expectations and full induction procedure ensure that staff have the skills required to keep children safe.

What does the setting need to do to improve?

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

- build on good parent partnerships to develop effective ways to support parents

to extend their children's learning at home

- provide a wider range of books and stories to encourage children's love of books to further support their literacy development
- strengthen staff's ability to identify when the noise level in the older children's room is becoming too loud and consider the impact of this on children's learning.

Setting details

Unique reference number	EY444562
Local authority	Birmingham
Inspection number	10151511
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	130
Number of children on roll	46
Name of registered person	Inayat, Shezad
Registered person unique reference number	RP909530
Telephone number	0121 244 3176
Date of previous inspection	2 March 2020

Information about this early years setting

Toybox Day Nursery registered in 2012. The nursery employs seven members of childcare staff. Of these, one holds an early years qualification at level 6 and four hold appropriate qualifications at level 3. The nursery operates from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The inspector had a learning walk with the manager. They observed staff's teaching practice during activities, indoors and outdoors, and assessed the impact this has on children's learning throughout the day.
- Joint observations were carried out by the manager and the inspector in each of the rooms being used at the time of inspection.
- The inspector spoke to parents, staff and children at appropriate times throughout the inspection and took account of their views and feedback.
- The inspector looked at a selection of policies and procedures, including behaviour management, key-person expectations, child protection records and accident and injury forms. Evidence of the suitability and qualifications of staff working with the children was also reviewed.
- The inspector reviewed the learning wall, where observations of children are displayed. This informs staff of children's progress.

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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