

Inspection of Toybox Great Denham

90 Saxon Way, Great Denham, Beds MK40 4GP

Inspection date: 13 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel safe and secure at the nursery. They show good levels of engagement and independently access the range of good-quality, age-appropriate resources and activities. Children are eager to learn new skills. Babies delight in practising and testing their developing walking skills. They participate in singing activities and staff share books with them. This provides opportunities to understand new words, and sounds associated to the words. Babies and younger children are encouraged to 'roar' like a dinosaur and use sounds to imitate conversations on pretend telephones. They enjoy exploring wooden and metal objects, which successfully stimulates their curiosity. Babies and younger children bang objects together and roll shiny balls along the floor.

Staff support children to treat their friends with respect, to share resources and to walk appropriately indoors. Younger children learn to play cooperatively together and share ideas as they build the train track. They demonstrate problem-solving skills as they think about different ways to rescue the animals and are introduced to words, such as 'magnificent' and 'incredible', as they play. Younger children use paintbrushes to explore mark making in sand. They enjoy sharing books with the staff and show delight as they press buttons and lift flaps. Older pre-school children use language to express their thoughts and ideas and count with growing confidence. They enjoy being physically active in the fresh air. Children have opportunities to learn about other cultures, beliefs and traditions, such as Chinese New Year and Christmas.

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

- Managers have worked hard during the COVID-19 pandemic to support the well-being of the staff, parents and children. They provided additional emotional support, such as bereavement counselling, and recognised that some children needed additional support with their emotional well-being on their return to the nursery. Staff praise the manager for her support and state that they feel valued and appreciated.
- Managers and staff place a high emphasis on supporting children's independence. This is evident from young toddlers collecting their hats, through to children in the pre-school room putting on their outdoor clothing without support. Children show great pride in demonstrating these skills.
- Staff provide good levels of support for children with special educational needs and/or disabilities. They undertake additional training to support them in this role. Staff work closely with the child's family and other professionals. Achievable targets are set and adaptations are made to activities. This supports children to make progress and become engaged during their time at the nursery.
- Relationships with the parents are strong. Parents praise the communication

they receive from the nursery. They feel well informed about their child's achievements through regular developmental reviews. Parents know what their child is learning through daily interactions and the use of an online system. They particularly value the fact they are provided with suggestions to support children's learning at home.

- Managers and staff demonstrate a good understanding of the children's dietary requirements, preferences and food allergies. This ensures that children's individual needs are met. Children enjoy a wide range of nutritious meals and snacks. Mealtimes are used effectively to develop children's self-care skills. Babies and younger children learn to feed themselves with their fingers, and older children progress to using appropriate cutlery. Older children butter their crumpets with growing precision and carefully pour their own drink.
- Staff complete ongoing observations of the children and evaluate this information to plan what they need to learn next. They recognise children's interests and use planned focused activities to progress their learning. However, occasionally, staff interactions are not always used effectively to promote the planned learning intention of the activity. Furthermore, staff do not always use spontaneous opportunities to build on what children know and can already do.
- Staff receive ongoing supervision and have opportunities to attend training to develop their knowledge and skills. The recently appointed quality manager plans to further evaluate staff practice to identify gaps in knowledge and provide further coaching to raise the quality of teaching to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge and understanding of the signs and symptoms of abuse and neglect, including broader issues such as radicalisation. They have clear procedures in place to act on concerns, including making prompt contact with relevant professionals and keeping important records. Managers follow secure procedures to check staff's suitability, which ensures only those deemed suitable to work with children do so. Managers and staff complete effective risk assessments to keep children safe. The premises are secure. A good range of policies and procedures are in place to support the effective management of the provision.

What does the setting need to do to improve?

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

- support staff to promote specific learning intentions effectively during planned activities, and use every opportunity to extend children's learning during spontaneous activities.

Setting details

Unique reference number	EY462893
Local authority	Bedford
Inspection number	10218579
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	0 to 4
Total number of places	73
Number of children on roll	109
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01234 860500
Date of previous inspection	7 February 2018

Information about this early years setting

Toybox Great Denham registered in 2013, and in 2017 became part of Busy Bees Nurseries Ltd. The nursery employs 16 members of staff. Of these, 11 hold appropriate early years qualifications ranging from level 3 to level 6, including one member of staff with qualified teacher status. The nursery is open Monday to Friday from 7am to 7pm. all year round. It provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Ann Austen
Emma Barton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspectors observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on their progress and achievements.
- The manager and staff engaged in discussions with the inspectors at appropriate times during the inspection. The inspectors spoke to the children.
- The inspectors carried out a joint observation with the manager and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspectors. This included evidence of staff suitability and training.
- The inspectors took account of the views of parents by speaking to them.

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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