

Inspection of Toddler Town Day Nursery

320 Hob Moor Road, Small Heath, Birmingham B10 9HJ

Inspection date: 20 June 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle quickly with their key person. They show eagerness to come into the room to see what activities are on offer. Children behave well and listen to each other as they spend time cooperatively building their train track. Children follow staff's instructions and respond to picture routine cards. Children understand what is happening next and what they have to do to get ready, such as tidying up. Children share what they are excited to do next. For example, when tidying the toys away, they share they are excited for group time. Children learn about their emotions through familiar songs. When staff ask children how they are feeling today, children share they are happy and why they feel happy. This helps children to build an understanding of their emotions.

Children concentrate for extended periods of time when they use the creative resources to make marks on paper. They proudly share their creations with the staff when they have drawn a rainbow. Staff offer children an abundance of praise for how they communicate what they have drawn. Children learn about different foods from other cultures and festivals. This broadens children's experiences and encourages them to try new things. Staff teach children about differences, and they celebrate what makes them unique.

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

- The manager has developed a much clearer understanding of the curriculum intent since their last inspection. Staff now deliver an education programme that successfully covers the seven areas of learning. They identify starting points with children and use this information to assess children's development. Staff regularly monitor children's progress and plan well for their learning.
- Staff have supervisions with the manager to reflect upon the quality of their work and professional development. They talk enthusiastically about the training they receive. Staff recognise how this has supported their practice, particularly with how they promote positive behaviours. As a result, staff support children to understand their behaviours and respond appropriately to actions they have observed.
- Staff have good support in place for all children, including those with special educational needs and/or disabilities and children that speak English as an additional language. Staff share information with Reception teachers to ensure that children are fully supported when they transition to school. They work closely with the local authority to provide children with timely support to make progress in their development.
- Staff plan activities that promote children's school readiness. They understand the importance of helping children to build resilience, so they are prepared for the next stage of their learning. Children develop a 'can do' attitude and eagerly

try tasks for themselves. They develop good levels of independence. For example, staff provide children with water tray activities to promote tipping and pouring in preparation for pouring their own drinks.

- Parents say they are happy with the care their children receive at nursery. Staff now give parents suitable information about their children's learning, including how some can support their learning at home. However, they are not yet fully working in partnership with all families to help them to further support children's learning at home.
- Children follow good hygiene practices. During care routines, staff explain to the children about what is happening and remind them why they need to wash their hands. Children learn about healthy eating through a range of activities. For example, staff promote this during snack times when they talk about the food they eat. Children learn where food comes from. They discover that a plant grows when they plant their fruit seeds in the garden.
- Children are motivated learners and confidently choose what activities they want to explore. They give thoughtful responses to the questions that staff ask them. However, at times, staff do not make the most of their interactions with children, to fully support them to extend further their knowledge and understanding.
- Staff support children well to develop their communication and language skills. For example, they encourage children to repeat single words and build on their early vocabulary and communication skills. When children learn about minibests, they name the insect and staff skilfully model correct pronunciation to support their speaking.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and staff have a secure understanding of how to keep children safe from harm. They confidently talk about the possible signs and symptoms of different types of abuse. The manager ensures that staff review their knowledge through regular training and discussions. Staff continually risk assess to ensure the environment is safe. During warmer weather, they take extra care to ensure children are safe. When playing in the sun, they actively encourage the children to drink more water and keep hydrated. The manager has robust systems in place to ensure staff are safely recruited and suitable 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:

- develop ways to build on parent partnership even further to ensure children are fully supported with their learning at home and in the setting
- support staff to enhance their teaching techniques to help extend children's

knowledge and understanding even further.

Setting details

Unique reference number	EY554263
Local authority	Birmingham
Inspection number	10209415
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	2 to 4
Total number of places	20
Number of children on roll	11
Name of registered person	Toddlers Town Day Nursery Limited
Registered person unique reference number	RP554262
Telephone number	0121 448 8010
Date of previous inspection	20 September 2021

Information about this early years setting

Toddler Town Day Nursery registered in 2017. The nursery employs four members of childcare staff. Three staff hold early years qualifications at level 6 and one member of staff holds a relevant childcare qualification at level 3. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation during the inspection.

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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