

# Inspection of Toddle In Group

Naphill and Walters Ash School, Walters Ash, High Wycombe, Buckinghamshire  
HP14 4UL

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Inspection date: 27 June 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

All children, including those who receive funded education, gain the skills they need to move onto the next stage of their learning. For example, they learn about the journey of a letter when it is posted, and send a postcard to their friends when they go on holiday. Staff provide real-life experiences for children who have yet to go on holiday. They set up a tent outside, talk about what it might be like to sleep under the stars and make 'smoors'.

Children generally behave well. They learn to share and take turns with their friends, such as while playing board games. Children develop their physical skills. They use hammers to crack open ice to unveil toy aliens, planets and dinosaurs. Children make necklaces and bracelets by threading rose petals and leaves, and use tweezers to move play dough from one area to another.

Children are well prepared for school. They are encouraged to be independent. For example, babies put their tissues in the bin, while older children go to the toilet, wash their hands and serve themselves at lunchtime. Children listen to stories, such as 'The Colour Monster Goes to School', to help them learn about what they might do at school.

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

- Senior managers have a clear vision of the skills and knowledge that they want children to learn during their time at the setting. They provide a wide range of life experiences to give children the best start to their learning journey. Effective supervision and training supports staff. For example, they are encouraged to enhance their professional development by completing training courses and gaining further qualifications. Leaders and managers monitor the setting well, which helps to identify areas for further development to improve the provision.
- Leaders and managers plan a robust early years curriculum based on children's interests and developmental needs. Staff provide varied and challenging experiences, targeted for each child. The enabling environment invites all children to engage in a range of activities. However, on occasion, the organisation of story time makes it harder for some children to concentrate and listen.
- Partnerships with parents and other professionals are positive. Parents receive daily feedback about their child's care and learning. Staff work with other partners to support families where parents work away from home. Staff support children with special educational needs and/or disabilities well. They complete training courses to help them learn how to support children with more specific needs. Staff provide reassurance and advice to parents, including how they can support their child's home learning.

- Staff provide a language-rich environment to help children learn a wide range of vocabulary across all areas of the curriculum. For example, children learn the names of the herbs and spices added to the play dough that they have made. Staff encourage children to learn mathematical concepts during the daily routine. For instance, they work out how many bananas they need for their friends, and do simple addition by counting the spots on the dice.
- Staff use books to support children's learning. For example, children find out about other countries around the world. They taste a range of food, learn new words in other languages, and look at traditional clothing. Staff support children who speak English as an additional language. They gain key words from parents to help them understand what children want or need, particularly during the early days at nursery.
- Settling-in procedures are effective. Staff support young children to settle well and work closely with their parents. For example, they invite children to bring a familiar item from home when coming into nursery. Staff develop close bonds with their key children and know them and their families well. This enables staff to provide high levels of support to target children's individual needs. Children develop a positive attitude to learning. They are keen to explore the exciting activities provided and are well supported by staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding of child protection. They know the procedures to follow if they have a concern about a child or an adult working with the children. Safer recruitment procedures enable the provider to check that staff are suitable to work with children. Robust risk assessments are effective and staff supervise children well throughout the day. For example, children are closely supervised when they use a knife to cut the strawberries that they eat for snack. All staff in the setting hold a paediatric first-aid qualification and have a good understanding of food safety.

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

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

- consider the noise level in the environment when reading books to children to ensure that they can hear the words used and respond to the questions asked.

## Setting details

<b>Unique reference number</b>	2556854
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10221643
<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>	1 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Bernadette Cahalan & Kim Cahalan Partnership
<b>Registered person unique reference number</b>	RP523319
<b>Telephone number</b>	01494957196
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Toddle In Group registered in 2019 and is situated in the grounds of Naphill and Walters Ash School, High Wycombe, Buckinghamshire. The nursery is open from 8am to 4pm during term time only. The nursery is funded to provide free early years education to children aged two, three and four years. The nursery employs nine staff, of whom eight hold a recognised childcare qualification. The manager has early years professional status.

## Information about this inspection

**Inspector**  
Maria Conroy

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the senior management team about the leadership and management of the setting.
- The inspector carried out a joint observation of an activity with a senior manager in the younger children's room.
- The inspector spoke to a sample of parents to gain their views of the service provided.
- The inspector spent time in both of the nursery rooms and spoke to staff and children when appropriate.
- The inspector observed children indoors and outdoors to assess the interaction between the children and staff.
- The senior management team provided the inspector with a sample of key documentation on request.

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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