

Inspection of Toddler Town Nursery Ltd

12a New South Watt Street, WORKINGTON, Cumbria CA14 2RZ

Inspection date: 11 October 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children's love of learning and their interests are at the heart of every decision the manager and staff make. Children form close attachments to staff, who nurture them and help them to gain confidence in their own abilities. Children feel safe, secure and emotionally ready to learn as they independently access resources and interact with staff. Children respond well to guidance from staff to be kind and take turns and, overall, children behave well.

Staff provide children with an exciting range of learning experiences that motivate them to play and learn. For example, children develop good communication and social skills as they confidently engage with each other and the staff who care for them. Children develop their physical skills as they learn to sit, roll, walk and crawl, and they gain independence with gentle praise and encouragement. Outside, children laugh, chatter and, overall, play well together as they walk and balance along milk crates with great control as they develop their physical skills. Children develop good attitudes to learning and develop many skills to support them to move on to the next stage in their education.

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

- The manager leads the staff team very well, and she is passionate about her role and promotes inclusion for all children at the highest level. She offers a range of coaching and supervision opportunities that help staff to plan an ambitious, carefully sequenced curriculum that they fully understand in order to enrich learning across all areas of the early years curriculum.
- Gaps in children's learning and development are quickly identified and swiftly addressed through ongoing observations, discussions and assessment. Staff work closely with a range of outside agencies and provide carefully targeted support for children highly effectively. As a result, all children make good progress from their starting points.
- Additional funding for supporting children with special educational needs and/or disabilities (SEND) is used highly effectively to enrich children's experiences. For example, staff have undertaken advanced training in supporting children with SEND. This helps to ensure that the unique needs of all children are met.
- Staff speak calmly and gently to children and, on the whole, implement highly effective behaviour management strategies. Children are kind and caring and, for the most part, play harmoniously together. However, some children struggle to develop these skills and are not consistently supported to help them recognise and manage their feelings. On occasion, this impacts on the experiences and learning of other children.
- Children develop good literacy skills. They enjoy trips to the library and take books home to share with their families to support children's love for books from

a young age. Staff are engaging storytellers as they support children in their early reading skills. Children confidently share what they know and understand. For example, babies make animal noises when they see a cat as they lift the flaps in a book. Older children describe how a spider can climb up a web using its 'hairy, spiky legs'. Others talk about their feelings, such as feeling 'scared'.

- Children enjoy making dough and develop their knowledge of cause and effect as they mix ingredients together and explore change. They smell and add dried orange peel and tell staff the mixture is an orange cake as they use their imagination and recall their previous knowledge and experiences.
- Children's good health is promoted well. Staff offer respectful support and encouragement in an unhurried manner. This helps to build children's resilience. Staff provide children with healthy snacks and encourage children to try new tastes and textures. For example, children try Italian foods and learn new words, such as 'salami'. They learn about similarities and differences as they listen to familiar nursery rhymes and model the actions as they are sung in Italian. Opportunities such as these successfully support children to learn about the world around them.
- Partnerships with parents are strong. Parents are encouraged to contribute to their child's learning and value all the opportunities they get to share in nursery life. The views of all parents can be best summarised by parents who remark that 'Toddler Town is a fantastic nursery.'

Safeguarding

The arrangements for safeguarding are effective.

The recruitment and induction of staff are thorough, and individual suitability assessments are completed and monitored through effective staff supervision and mentoring systems. Children's safety is of high priority and staff have a broad knowledge of child protection issues. They know what action to take if they have any concerns about a child. Staff have access to a wide range of training, such as safeguarding and paediatric first aid, in order to keep their knowledge up to date. Management listens to feedback from staff to enhance safeguarding further. For example, managers have compiled safeguarding information packs to help enrich staff training. Staff complete daily risk assessments to help ensure that the environment and trips and outings are safe and suitable.

What does the setting need to do to improve?

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

- encourage staff to give clear and consistent messages to all children when supporting them to regulate their behaviour to enhance and strengthen children's understanding of right and wrong.

Setting details

Unique reference number	EY269963
Local authority	Cumbria
Inspection number	10234745
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	30
Number of children on roll	53
Name of registered person	Toddler Town Nursery Limited
Registered person unique reference number	RP908161
Telephone number	01900 870222
Date of previous inspection	1 November 2016

Information about this early years setting

Toddler Town Nursery Ltd registered in 2004. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 3, 4, 5 or 6, including a member of staff with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

Information about this inspection

Inspector

Karen James

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The nominated individual, who is also the manager, led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the nominated individual and manager to discuss aspects of leadership and management. The inspector spoke to parents and took their views into account.
- A sample of documents was viewed by the inspector. This included evidence of the suitability of staff, a record of staff qualifications and training and some of the policies 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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