

# Inspection of Toddle In Daycare Nursery Ltd

Toddle In Nursery, North Valley Road, Colne, Lancashire BB8 9AG

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Inspection date: 12 April 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

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

### **The provision is good**

Children enjoy attending this setting. They arrive happily as they are met by friendly staff at the start of their day. Staff work well together as a team, which helps to provide a warm, friendly atmosphere in which children can settle straight into their play. Children's well-being is supported right from the start and continues throughout their time at the setting. There is an effective key-person system in place, which helps children to feel safe and secure. Staff support children effectively to understand their expectations. They are good role models and remind children to use good manners and follow expected rules and boundaries. This helps them to develop positive behaviour, such as tidying up after themselves and taking turns.

Leaders and managers develop a well-sequenced curriculum from which children benefit and learn well. Children use signs alongside verbal communication during song and rhyme sessions and to make choices, such as choosing milk or water at snack time. This is used consistently throughout the setting to support children's speech and language development. Staff in the baby and pre-school room plan a well-resourced learning environment, both indoors and outdoors, which provides children with opportunities to learn and develop.

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

- Leaders monitor children's progress and identify gaps in their learning. They work in partnership with parents by offering a book loan service and providing them with detailed information on how to support children's learning at home. This supports school readiness and children's vocabulary, and it helps children to develop a love of books from an early age.
- Staff adopt a positive approach to behaviour management. They give praise and use incentives, such as moving up the 'stepping stones'. The effective use of these strategies helps to support children's feelings and positive behaviour.
- Staff plan many opportunities throughout the setting for children to practise and develop their large-muscle skills. Babies crawl, climb and pull themselves up on furniture. Toddlers and pre-school children explore being outdoors, scrambling up the slope and rolling or sliding back down the hill. This helps to develop children's independence, confidence, balance and coordination.
- Children with identified additional needs are supported via nurture groups, which are led by the early years teacher. Additional funding is used to purchase resources and reduce ratios for small-group time to support children's learning and development, helping to close the gap between them and their peers.
- Children with special educational needs and/or disabilities make progress in their learning. Staff work well with parents and other agencies to ensure consistency for children. For example, staff liaise with parents and other involved

professionals when designing teaching plans. This collaborative approach to children's learning helps to ensure that children make progress from their starting points.

- Overall, staff plan well and build on what children know and can do. They identify children's interests to help maintain their attention. However, there are times when children's individual learning needs are less well met. For example, during group times, activities are not well matched to the needs of all children participating. As a result, children lose interest and become disengaged.
- Children develop their communication and language skills through wonderful opportunities. Older children show curiosity about the burn on a staff member's arm. They use bandages from the hospital role-play area and ask questions about what happened and how they can help. They explore books about the body to learn more about how bodies work. This creates opportunities for introducing new language, discussion and back-and-forth interactions.
- Overall, staff work well with parents. They share information and provide feedback. However, staff have not yet considered how they can support parents in promoting learning at home, specifically around online safety and how to help children stay safe when using the internet at home.
- Equality and diversity are promoted throughout the setting. Staff display family photos and use keywords in different languages to make children and parents feel welcome.
- Continuous reflection is key to this setting. Managers give appropriate and effective feedback to staff. This has a positive impact on children's learning. Staff comment that they feel well supported in the setting. They attend training and implement this into their practice. This supports children's learning and development and ensures their safety.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and leaders have a good understanding of safeguarding. They work in partnership with parents and multi-agencies to keep children safe, support families and nurture children's emotional well-being. All staff demonstrate that they have a good knowledge of child protection. They recognise signs and symptoms of abuse and fully understand the procedures they need to take to keep children safe. The management team has been proactive in making structural changes to ensure that the outdoor area is a safe and secure environment for the children. This, alongside good supervision, helps to keep the children safe.

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

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

- improve the implementation of the curriculum for younger children so that

- learning intentions are tailored to support individual children's learning needs
- strengthen partnership working with parents to support children's continued learning at home, specifically around internet safety.

## Setting details

<b>Unique reference number</b>	EY295524
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10280050
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	80
<b>Number of children on roll</b>	128
<b>Name of registered person</b>	Toddle In Daycare Nursery Limited
<b>Registered person unique reference number</b>	RP902599
<b>Telephone number</b>	01282 866 100
<b>Date of previous inspection</b>	26 September 2017

## Information about this early years setting

Toddle In Daycare Nursery Ltd registered in 2005 and is located in Colne, Lancashire. The nursery employs 19 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3, and two at level 2. The owner and pre-school leader are qualified early years teachers. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Kelly Nadin

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager, deputy manager and inspector completed a learning walk together and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 deputy manager and the inspector carried out a joint observation of a group-time activity.
- The inspector spoke to several parents during the inspection and took account of their views.

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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