

Inspection of Toybox Nursery

8 Linden Road, Yeovil, Somerset BA20 2BH

Inspection date: 16 May 2023

Overall effectiveness **Good**

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 arrive with smiles on their faces as the manager welcomes them warmly. They form close attachments with caring staff, who know them well. This helps children to feel safe. Children have lots of opportunities for physical play. They move around happily and confidently in the large outdoor space using a range of bikes. Managers use funding carefully. For example, on discovering the need for more physical activity, they purchase more outdoor climbing apparatus. This enables children to practise balancing, climbing and manoeuvring in different ways. Staff organise physical challenges for families to participate in at home, such as 'exercise of the week'. Managers also involve the nursery in community step challenges to encourage families to be more active. This benefits children and they make good progress with their physical development.

Children's behaviour is good. They show respect towards their friends. During imaginative play with construction tools, children politely ask, 'Please can I have the saw?' Staff have high expectations for all children. Older children enjoy learning about the life cycle of frogs. They show how they count out food for their tadpoles. Children enthusiastically announce that the tadpoles will soon get legs and turn into froglets, demonstrating the knowledge they have retained.

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

- Children confidently engage in discussions with staff as they pretend to prepare breakfast. They are encouraged to think about their own experiences as staff pose questions to them about how their breakfast is prepared at home. Staff support children with special educational needs and/or disabilities to communicate through sign language, objects of reference and picture cards. All children make progress with their communication skills.
- Parent partnership is a strength. Parents report that they feel included in their children's learning. Managers organise stay-and-play sessions and home learning activities. Staff share observations and assessments to keep parents informed about their children's development. Parents appreciate being able to share their own observations and comments with staff verbally and through online software. This enables children to receive consistent care and support for their learning.
- Children enjoy regularly sharing books with their friends. They eagerly listen to a story about 'The Gingerbread Man', confidently joining in with familiar phrases. Staff make stories interactive to capture children's attention. For example, children run around the garden to act out parts of the story. Children demonstrate good self-regulation. They calmly rejoin the staff member to listen to the next part of the story. This helps children to build a love of books and practise listening skills ready for school.
- Children visit a local residential home for older people to deliver pictures they

have made for the residents. They join them in making flags for the King's Coronation and talk about jobs they used to have. This helps children to learn about people who are different from themselves and build an understanding of diversity.

- Children develop good independence skills. Young children learn to feed themselves confidently with spoons and drink from cups. Older children enjoy the responsibility of taking it in turns to deliver lunch to their friends and use jugs to pour themselves drinks. Staff praise children regularly, which helps to promote their confidence and self-esteem.
- Managers use supervision meetings to discuss training opportunities and targets to improve staff's practice. They encourage staff to have confidence in their abilities and to take up new opportunities for personal development. Managers are reflective and identify areas to improve on. For example, this month they are focusing on emotional development and mental health. Staff use puppets throughout the day to talk to children about feelings. Children are beginning to develop an understanding of their emotions.
- Staff do not always consider how to organise some group activities so that children remain engaged and challenged in their learning. At times, staff's interactions do not support children to explore and experiment further. As a result children, some children lose interest and do not make the best possible progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff ensure that children are well supervised at all times. They carry out regular risk assessments to ensure the environment is safe. Staff have good knowledge of safeguarding. They know the signs to be aware of that may indicate abuse or neglect. They understand the importance of reporting any concerns to the designated safeguarding lead (DSL). The DSL is committed to her role of keeping children safe. She uses staff meetings to refresh staff's knowledge and ask safeguarding questions. This enables her to determine if there are any gaps in staff's knowledge and a need for further training.

What does the setting need to do to improve?

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

- support all staff to provide deeper learning opportunities that inspire children to experiment and explore their ideas further.

Setting details

Unique reference number	142865
Local authority	Somerset
Inspection number	10288941
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	19
Number of children on roll	40
Name of registered person	The Toybox (Yeovil) Ltd
Registered person unique reference number	RP518054
Telephone number	01935 428244
Date of previous inspection	7 November 2017

Information about this early years setting

Toybox Nursery registered in 1991 and is privately owned. It operates from a converted house in Yeovil, Somerset. The nursery is open each weekday from 8am to 6pm all year, except for approximately two weeks over the Christmas period. The owner, who holds a qualification at level 3, employs six members of staff to work with children. The manager is qualified at level 4, the deputy manager holds a qualification at level 5, two staff are qualified at level 3 and two hold qualifications at level 2. The owner also employs a cook. The nursery receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Catherine Parker-Johns

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 went on a learning walk with the manager to establish the priorities for the curriculum and the learning intent.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and observed the interactions between staff and children.
- The manager and the inspector jointly observed a creative activity together and then evaluated the quality of teaching and impact on children's learning.
- The inspector spoke to parents to gather their views and feedback about the nursery.
- The inspector spoke with children during the inspection to find out about their interests and activities.
- The inspector tracked children to establish what it is like for a child at the nursery.
- Managers held a discussion with the inspector in relation to the leadership and management of the nursery.
- The inspector looked at relevant documentation, such as evidence of Disclosure and Barring Service checks and first-aid certificates.

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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