

Inspection of Toybox Private Nursery Ltd

11 Market Street, Wakefield WF1 1DD

Inspection date: 7 June 2023

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in a setting which staff and leaders continuously evaluate to ensure the highest levels of care and education are provided. Children enter the setting enthusiastically and are extremely happy in this stimulating and exciting environment. Staff respond to children who are newer to the setting in a calm and caring manner. This helps them to build extremely close bonds and supports their emotional well-being.

Leaders' have particularly high expectations for children's learning, which is supported by the staff's motivating and engaging methods of teaching. For example, staff skilfully and appropriately intervene to challenge children's thinking further. They ask them what happens when their friends push them on the tricycles. They ask about whether it is harder to travel in a particular direction. Staff know their key children extremely well. They know their child's learning needs and the next steps in their learning. They know their personalities and how they learn best.

Children display exemplary behaviour. Staff act as very positive role models, as they respectfully talk to children and demonstrate good manners. Strategies used are well considered, taking into account the differing levels of children's understanding. As a result, children demonstrate good social skills and are kind and caring towards their peers.

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

- Practitioners have a firm understanding of the intended curriculum. They are extremely knowledgeable in how to extend children's learning as they allow children to follow their interests. They spontaneously adapt activities to meet children's individual learning needs. For example, they introduce bubble play, as children become preoccupied with handwashing facilities, creating a fun and imaginative activity.
- Cultural capital is firmly embedded within the setting. Staff ensure that all children are given opportunities to be exposed to new experiences and skills to give them a firm foundation in their learning. For example, they bring an ice-cream van to the setting and create a beach day. They allow children to order ice cream and learn about the summer season.
- High-quality interactions mean children are continuously exposed to a language-rich environment. Staff recall and recap on children's previous learning. They expand children's vocabulary as they introduce new words which children later use in in-depth conversations with their friends. For example, they talk about things being 'camouflaged' and disappearing.
- Staff recognise the importance of outdoor play. They understand how the

promotion of gross motor skills contributes to later writing skills. Children benefit from a range of stimulating and challenging outdoor resources. Staff help them to manage safe risks, as they negotiate the obstacles around the garden. This promotes their overall physical skills, such as balancing, climbing and acquiring spatial awareness skills.

- Children with special educational needs and/or disabilities achieve the best outcomes because staff quickly react and identify learning needs through regular progress checks. They work exceptionally well with other professionals, and consider strategies which contribute to children's ongoing development.
- Partnerships with parents and carers are exceptional. Staff go above and beyond to know and understand the children in their care. Parents are highly satisfied with the level of detail provided about their child's care and learning. They appreciate the high levels of support the setting gives them to extend their children's learning and development at home.
- Children demonstrate high levels of independence. They scrape their own plates after lunch and independently wash their hands. Staff support even young children to persevere with challenging tasks, such as putting their shoes back on. Staffs' praise and encouragement contributes to children's developing self-esteem and high levels of motivation to attempt things for themselves. This supports children to attain the skills required for moving on to school.
- Leaders recognise the importance of investment into staff well-being. Since the COVID-19 pandemic, they have focused on staff morale. One to one supervision sessions are of great benefit to staff. Staff appreciate the opportunity to discuss their ongoing professional development and identify any new training needs. This supports them to deliver exceptional practice.
- Leaders are highly reflective and seek feedback from a range of sources to ensure they are continuously evaluating the setting. They work with other professionals to disseminate good practice, including local colleges and other settings.

Safeguarding

The arrangements for safeguarding are effective.

All staff show an exceptional awareness of safeguarding and understand their role in keeping children safe. They know the signs and symptoms of abuse and neglect, and have a robust knowledge of the referral process, should they have concerns. Staff are able to ensure that fire safety is promoted at all times, and effectively carry out emergency evacuations to keep children safe. Staff accurately assess risks on the premises and takes steps to minimise any risks identified.

Setting details

Unique reference number	2721001
Local authority	Wakefield
Inspection number	10296814
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	0 to 4
Total number of places	101
Number of children on roll	156
Name of registered person	Toybox Private Nursery Limited
Registered person unique reference number	2720999
Telephone number	01924201010
Date of previous inspection	Not applicable

Information about this early years setting

Toybox Private Nursery Ltd registered in 2023. It is situated in Wakefield, West Yorkshire. The nursery employs 31 childcare staff, of whom 24 hold appropriate early years qualifications. The nursery opens Monday to Friday, all year round, except for public holidays and one week at Christmas. Sessions are from 7am until 6.30pm. The nursery provides funded early education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Woodhouse-Wykes

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 provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 of an activity with the deputy manager.
- Parents shared their views of the setting with the inspector, both in person and in writing.

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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