

# Inspection of Toybox Day Nursery

393 Station Road, Stechford, BIRMINGHAM B33 8PL

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Inspection date:

24 October 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

On arrival, staff provide children with a warm welcome. Children settle quickly into the room and begin to explore the activities on offer. However, staff do not have high enough expectations for children's behaviour. At times, when children explore activities, their behaviour can become a little disruptive. They become excited while exploring the sand, and sometimes throw this out of the tray. Staff do not provide a clear explanation to help children to understand expectations and boundaries.

Children are not always provided with sufficient challenge. Although staff supervise children during activities and provide them with some interactions, the quality of staff's teaching is inconsistent. This results in children losing focus in their learning. That said, children enjoy their time at the nursery. They play cooperatively together as they build tall towers. They giggle as they compare the sizes to see who has the biggest tower. However, the organisation of some routines means that children sit for extended periods of time and become restless and bored.

Staff sit with children, and they enjoy stories together. Children become excited when they see familiar characters in the book and repeat phrases. This helps children to build their vocabulary and communication skills. Staff use visual aids to support children who speak English as an additional language, to help build their understanding of the spoken words.

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

- The manager has arrangements in place for supervisions and for supporting staff in their role. However, these are not yet effective in raising the quality of teaching to a consistently good level. Not all staff are confident with delivering high-quality learning experiences. This means children are not always making the progress they are capable of.
- Staff encourage focused learning with older children in preparation for school. Before children sit for their lunch, they sit at the table together and develop their understanding of mathematical concepts as they build with blocks. However, staff have not considered how these routines result in children sitting for long periods of time. Consequently, children become disengaged and struggle to stay focused in purposeful learning.
- Staff are not consistently supporting children to behave well. There are times when children's behaviour can be disruptive. Staff either ignore this behaviour or provide short responses such as, 'No thank you.' They do not provide clear and consistent explanations to help children to understand how their unwanted behaviour can affect others.
- Staff ensure that there are arrangements in place for children with special educational needs and/or disabilities. They share their concerns with the

manager and work in partnership with parents to make timely referrals. This means children get the right support at the right time.

- Staff build positive relationships with parents. When children first start, staff obtain detailed information about them. Parents comment that they feel informed about their children's learning, as they receive daily information about what they have been doing. Staff share information with other settings children may attend, such as any additional support children receive and the current progress of their learning. This helps to provide consistency in children's care and learning.
- Children enjoy a range of healthy meals and snacks. They follow personal care routines, such as washing their hands before they sit and eat their meals. Staff supervise children during mealtimes to ensure they are able to respond to children's needs and keep them safe.
- Children develop their independence during their time at nursery. For example, when they want a drink, staff encourage them to pour their own water into their cups. Children put on their own coats and shoes in preparation for going out into the garden.
- Children have opportunities to lead their play. For example, they use their imagination as they explore the role-play area and discover different resources that a doctor uses, such as a stethoscope. Children enjoy using the pretend stethoscope to listen to their friend's heartbeat. This helps them to develop their awareness of the functions of their bodies.
- Children learn about different cultural events their friends may celebrate. They join in with activities to widen their understanding, such as listening to music from different cultures. This helps children to understand what makes them unique and feel valued in their community.

## Safeguarding

The arrangements for safeguarding are effective.

The manager works with staff to raise their awareness of safeguarding issues. Staff are aware of the possible signs that a child may be at risk of harm. They know where to find the information should they need to report any concerns about a child or a person in a position of trust. The manager has reviewed and implemented robust risk assessments to ensure environments and play equipment are clean and safe for children to play. She has revised and effectively implemented the recruitment procedures, including suitability checks for staff. The manager maintains accurate records.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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implement consistent behaviour management strategies that help children to understand the impact their actions may have on themselves and others	17/11/2023
ensure that the arrangements for monitoring and supporting staff practice are effectively implemented, to raise the quality of teaching to a consistently good level.	27/12/2023

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

- review the organisation of routines throughout the day so that children are not waiting for extended periods of time, to help them remain engaged in their learning.

## Setting details

<b>Unique reference number</b>	EY444562
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10313133
<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>	1 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Inayat, Shezad
<b>Registered person unique reference number</b>	RP909530
<b>Telephone number</b>	0121 244 3176
<b>Date of previous inspection</b>	29 June 2021

## Information about this early years setting

Toybox Day Nursery registered in 2012 and is located in Stechford, Birmingham. The nursery employs nine members of childcare staff. Of these, six hold an early years qualification, including one at level 4, four at level 3 and one at level 2. The nursery operates from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katherine Wilson

## Inspection activities

- The inspector discussed any continued 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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