

# Inspection of Toybox (Gatacre Road) Pre-school Group Limited

Sports Field, Handford Hall Primary School, 44 Gatacre Road, Ipswich, Suffolk IP1 2LQ

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Inspection date: 7 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Staff provide a welcoming and friendly environment where children and families feel safe. Children mostly come into the setting happily, readily going off to find their friends. Those children who are unsettled on entry are comforted and cuddled by sensitive and caring staff. Children feel secure in their relationships with staff. They build strong emotional attachments to their key person and the confidence to cope with new experiences. Equality and inclusion are at the heart of everything that staff do with the children. They have a positive approach to diversity and support children to develop a positive sense of themselves. They help children to learn about the world beyond their own experiences.

Staff place a high priority on supporting the development of children's speech and language skills. They care for an exceptionally high number of children who speak English as an additional language. Staff support children's understanding using Makaton, pictorial prompts, songs, rhymes and stories. Children quickly pick up words in English and develop a good standard of English by the time they start school. Many of the children who attend live in flats and do not have access to a garden. Staff consider this when planning their curriculum to ensure that those children who learn best from being outdoors can do so.

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

- Staff know where children are in their learning. They plan and provide a curriculum that is interesting and sequenced to support children's progress. However, staff do not always have high enough expectations of what children can achieve to challenge their learning to the highest level.
- With adult support, children persevere in activities of their own choosing. Staff show children how to play imaginatively, such as modelling role play in the play kitchen. Children and staff have embraced 'World book day', supporting children's interest in books and stories. Children develop a positive attitude to learning and the key skills needed to be ready for school.
- Children are not given notice of when activities need to change, to give them opportunity to finish off what they are doing. In addition, staff's interactions with children are not as strong during times of transition between activities. This results in children becoming restless and quickly losing interest in what is going on.
- Children with special educational needs and disabilities are supported well. The member of staff responsible for coordinating the care and learning for these children is knowledgeable and passionate about her role, helping to ensure that they make the best possible progress.
- Staff are good role models who work hard to help children understand their emotions and feelings. They help children learn about the need to share, take

turns and consider the needs of others. Staff value and praise children's efforts to share resources.

- Children are helped to develop independence skills. They readily wash their hands before eating. Children enjoy the responsibility of carrying out small tasks, such as sweeping up the rice and pasta in the role-play kitchen. They are confident to ask for help when they need it.
- Children enjoy visitors to the setting and readily share their play. Children learn to take managed risks on the play equipment outdoors. They are self-assured as they climb on the pirate ship and confidently walk and balance on the obstacle courses that they have built.
- The management team has a clear and ambitious vision for the future. They recognise their strengths and areas for development. There is a programme of regular supervision for staff that supports their well-being and practice. Staff's professional development is encouraged. Staff are enthusiastic and work well together as part of a friendly and motivated team.
- Partnerships with parents are friendly and trusting. Parents report that communication is good. Staff signpost parents to services in the community, such as food banks and the top-up shop. They also operate some services in the setting to support families.
- The manager has established positive partnerships with the host school. This helps to ensure that children are fully supported as they prepare for the next stage in their learning, such as moving into the Reception class.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen staff's teaching skills to help ensure they have high enough expectations of what children can achieve to challenge and guide their learning to the highest level
- support staff to maintain the quality of interaction with children throughout the day, especially at times of transition
- give children timely reminders of when the routines need to change so that they have opportunity to complete activities to their satisfaction.

## Setting details

<b>Unique reference number</b>	2660274
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10332874
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Toybox (Gatacre Road) Pre-school Group Limited
<b>Registered person unique reference number</b>	2660275
<b>Telephone number</b>	01473216477
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Toybox (Gatacre Road) Pre-school Group Limited registered in 2021. The setting employs nine members of childcare staff. Of these, seven hold relevant early years qualifications at level 2 and above. The setting opens from Monday to Friday during school term times. Sessions are available from 8am to 5pm. The setting receives funding to provide early education for two-, three- and four-year-olds.

## Information about this inspection

### Inspector

Jacqui Mason

## 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 staff and has taken that into account in their evaluation of the setting.
- The manager and deputy took the inspector on a tour of the setting to help the inspector understand how the early years provision and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the deputy manager.
- The inspector held a meeting with the provider and manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.

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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