

Inspection of TODDLE IN GROUP

4th Harrow Scout Hall, Kenmore Avenue, Harrow, Middlesex HA3 8LU

Inspection date: 21 May 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this happy and caring environment. Leaders devise an ambitious curriculum that gives all children, including those with special educational needs and/or disabilities (SEND), the breadth of knowledge, skills and experiences to succeed in life. Children are highly motivated to take part in the variety of interesting activities. They demonstrate very high levels of engagement. For example, during an outdoor activity, children scoop marmalade from a jar and spread it onto plastic toast. Children persevere with this tricky activity and receive support and encouragement from staff. Staff give ownership to children during activities. This results in children demonstrating high levels of self-esteem and pride in their achievements.

Staff have high expectations for children's behaviour. They use consistent, successful strategies to promote children's positive behaviour. Staff consistently model respectful behaviour and boundaries. Younger children follow simple rules and older children regulate their own behaviour, with gentle reminders from staff. For example, when there is a minor conflict, staff get down to children's level and explain that is not how to talk to their friends. Together, they talk about how children might now feel. Staff ask children if they can think of what to do to make the other children feel happier again. As a result, children themselves say 'sorry'.

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

- Staff sequence the curriculum well and develop it from children's needs and interests. Planned and spontaneous interactions from staff, as well as the resources, activities and experiences, contribute to the delivery of the curriculum intentions. Staff also reflect children's home experiences in the curriculum, which they plan with input from parents.
- Staff thread mathematics throughout the curriculum. For instance, they encourage younger children to count their jumps and recognise numbers using hopscotch grids. Staff support older children to order numbers and think about what comes next.
- Children's language development is a key priority. Staff extend children's language development by repeating words and introducing lots of clear and specific commentary alongside their play. Children enjoy stories and songs throughout the day.
- Staff provide children with a secure foundation for their early literacy skills. They support the youngest children to identify and make sounds, such as animal noises and train sounds. Older children focus and engage well on songs which involve identifying specific letter sounds.
- Staff develop excellent relationships with all children, especially their key children. They encourage children to learn good social skills and gain

independence. Children show independence at an early age by making decisions for themselves. Older children are given self-care responsibilities, such as pouring their own drinks and putting on their own coats and shoes.

- Children develop a deep understanding of their feelings and emotions, and staff teach them how to manage these. They read stories with staff and talk about the different emotions the character is feeling. This learning is reflected in their behaviour. For example, when older children become upset, staff get down to their level, calmly talk to them about how they are feeling and children take some deep breaths to calm down.
- Staff retention is excellent as the management team considers their welfare. They feel valued and supported. Staff's well-being is a key priority for the management team and, as such, staff's morale is high, which empowers children to achieve.
- The management team is highly attuned to the needs of children with SEND. This allows them to work with parents to put appropriate referrals and support in place quickly. The ongoing support that children with SEND receive ensures that they continue to make the best possible progress.
- Staff are passionate about their professional development and take all the opportunities they can to progress their knowledge and practice. This is actively encouraged by the supportive management team.
- Parents have excellent relationships with staff. They are thankful for staff sharing information about their children's learning, meaning they can continue this with their children at home. Parents are keen to share their gratitude for the level of care that the staff show their children and feel that there is a real family feel within the nursery.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	509008
Local authority	Harrow
Inspection number	10335634
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	1 to 4
Total number of places	58
Number of children on roll	35
Name of registered person	Bernadette Cahalan & Kim Cahalan Partnership
Registered person unique reference number	RP523319
Telephone number	02089099202
Date of previous inspection	22 June 2018

Information about this early years setting

TODDLE IN GROUP registered in 1995 and is located in a scout hall in Kenton, in the London Borough of Harrow. The provider receives funding to provide early education for children aged two, three and four years. The nursery opens during term time, from 8am until 4pm, Monday to Friday. There are nine staff who work with children. Of these, six staff hold appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector

Michaela Hipwell

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 manager showed the inspector around the premises and discussed how they ensure that they are safe and suitable.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while they are at nursery.
- Staff talked to the inspector at appropriate times during the inspection and the inspector took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation of a group activity.
- Parents and grandparents shared their views of the nursery with the inspector.
- The inspector observed the interactions between staff and children.
- 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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