

Toybox Day Nurseries

Inspection report for early years provision

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Inspector Veronica Sharpe

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Toybox Day Nursery is one of three day care settings run by Toybox Day Nurseries limited. It was registered in October 2002 and operates from a purpose built facility on a business park in Biggleswade, Bedfordshire. All children share access to an enclosed outdoor area. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for up to for 142 children aged between birth and eight years at any one time. The nursery is open each weekday from 7.00am until 7.00pm all year round, except for bank holidays.

There are currently 102 children on roll in the early years age group, aged from eight weeks to five years. Of these 26 receive funding for early education. The setting currently supports children with special educational needs and/or disabilities and children with English as an additional language.

There are 70 children on roll in the out of school setting, known as The Loft. The Loft caters for school children aged between five and twelve years. Opening times are from 7.00am to 8.45am and from 3.30pm to 7.00pm each weekday during school term times. During all school holidays opening times are 7.00am to 7.00pm. At the time of the inspection none of the children attending the after school setting were within the early years age group.

The setting employs 25 staff who work directly with the children, 24 of the staff including the nursery manager hold appropriate early years qualifications. One member of staff holds Early Years Professional Status. The nursery also employs support staff such as cleaners, cooks and a driver. The setting is a member of the National Day Nurseries Association. It holds the Bedfordshire Healthy Under Fives award.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Exceptionally talented and committed staff mean the provision is outstanding in all aspects. Children make excellent progress and thoroughly enjoy their time in this safe and stimulating nursery. Strong and effective partnerships with parents and other providers mean children's individual needs are very well met. Regular and ongoing evaluations of the effectiveness of the service in consultation with parents, children and staff ensure consistently high standards are maintained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- valuing each child's individuality by enhancing their opportunities to display their self-initiated work, including their attempts at mark making. Ensure that, where possible, these displays are at child height in order to further increase their self-esteem.

The effectiveness of leadership and management of the early years provision

The nursery works very closely with parents, who are extremely satisfied with the level of service. They say they receive lots of information about the setting in a variety of ways, such as newsletters, meetings and emails. Parents feel their children are cared for in an exemplary way and are very safe and secure. Children's individual learning plans are shared with parents frequently and they have times to attend meetings with key staff to discuss their children's progress. Parents are welcomed into the nursery and help with events and festivals, such as preparing a special meal from another country or culture. Senior staff make a point of always being available to meet and greet parents with a ready smile, which reassures parents and enables them to express any concerns or compliments. Families who have English as an additional language benefit from attentive staff, who strive to find out about home languages and cultures to ensure children are settled and feel at home.

The nursery has exceptional relationships with other providers and agencies that help care for the children. Specialist support is sought for children with special educational needs and/or disabilities so each child makes excellent progress. Well trained staff attend any further specialist training to support children's additional needs, such as using an EpiPen, or managing difficult behaviour. In addition the nursery owners readily commit funds to buy additional equipment, such as a new mirror for sensory play. Effective partnership working enables staff to enjoy workshops and training events with other local providers. Two way partnerships with schools ensure successful transitions for younger children, and enables effective communication to benefit those children attending the out of school provision.

Children's welfare is promoted very well because staff know and understand the safeguarding policies and procedures. Each member of staff attends child protection briefings and this ensures their knowledge is up-to-date, thereby enhancing children's safety. Safeguarding procedures are discussed at team meetings regularly to ensure they continue to be given high priority. Senior staff attend designated person training so there is always a suitably qualified person on the premises to deal with any potential concerns. Stringent recruitment processes ensure all staff are safe and suitable to be with the children before they commence work within the nursery. Staff implement the setting's risk assessments vigorously; for example, they can be seen to check all areas of the garden, including the perimeter fencing, before children play. This ensures all hazards to children are minimised.

Highly successful organisation of the resources enables children to make choices and be active, independent learners. Because staff know each child very well

resources and play opportunities fully support their interests and abilities, enabling them to make excellent progress in their learning. A wide range of high quality resources provide children with positive images of diversity so they learn to value difference. The nursery environment is highly stimulating with bright and cheerful decorations throughout. Colourful displays and notice boards in all areas of the nursery provide a useful insight into nursery life. Whilst there are many examples of children's artwork beautifully presented in all areas of the nursery, these are sometimes at adult height and tend to depict the adult led activities, rather than child initiated work.

Effective systems for self-evaluation ensure children are safe, happy and well cared for. Parents, children and staff are involved in the process to ensure there is a holistic view and as a result areas for development are properly focussed. For example, because there are children on roll with speech and language issues, specific training by an expert in the field has been arranged. All the recommendations from the last inspection have been met.

The quality and standards of the early years provision and outcomes for children

Children are confident and highly motivated to take part in the activities. They benefit from a child-centred, broad curriculum that takes into account each individual's learning needs. The key person system is very effective because staff take time to liaise with parents and form clear impressions of children's character and interests. Staff are well-qualified and highly skilled and this ensures that all activities are age-appropriate and enable children to make excellent progress towards the early learning goals. Staff observe and question the children as they play and make ongoing assessments of their learning. Each child has their own learning journey that is used to plot their progress. Parents make their contributions to this through the regular parent consultations and on a daily basis as they deliver or collect their child.

Children are very friendly and show warm friendships with adults and each other. They learn good sharing as they play games, such as dominoes. Staff have high expectations and are excellent role models; they speak to children with affection and apply firm boundaries. Children develop self help skills because staff encourage them to be independent, for instance, children are shown effective strategies that enable them to always put on their coats the right way about. This motivates children to try things for themselves and take acceptable risks.

Babies have their own routines so they are settled and content. They benefit from age-appropriate equipment that enables them to explore, such as low level book shelves, easels and sand trays. Staff sit with babies on the floor and offer them cuddles and a warm lap to sit on. They talk to them constantly and encourage them to learn new words, such as shiny or sparkly as they shake varied filled bottles. Early resources, such as push-along toys and electronic pop-ups encourage their curiosity. Staff pro-actively help babies enjoy fresh air and exercise as they lay out mats in the garden, or take them for walks. Toddlers develop their muscle

control as they use dough, pour water from small containers into larger ones, or carefully thread beads. All the younger children explore their senses with materials such as shredded paper, gloop, pasta and rice.

Older children show a good understanding of problem solving as they build with magnetic construction, or join up train tracks. They experiment using a magnifier and thoroughly enjoy watching sand spin a sand wheel. Children have time to explore what happens as they roll marbles down a slope into the water; these are then scooped up into buckets to transfer back to the top again. Writing materials are easily available in all areas, which means children quickly learn the value of mark making. Able children confidently form their names on a large white board, whilst others equally confidently make their marks alongside. Staff keep photographs to show what children have achieved, as the children rub out their efforts and start again. Children sing energetically about how many ducks are left on the pond and know that mummy duck will call them all home. Games, such as dominoes, help children develop their understanding of numbers and shapes; they recognise they need two sheep or rabbits to complete their turn.

All the children enjoy free-flow access to the garden for most of the day. Large play equipment enables them to climb, scramble and jump. Scooters are expertly manoeuvred and children cheerfully take turns on them. A rubber Frisbee helps children work out actions and response, as they consider where it might land. Children find out that tissues can be blown away by the wind, and have fun chasing them. Children draw spiders on small white boards with felt-tips, and chalk their designs on pavements and easels. Children take advantage of a leaky gutter to fill buckets with rain water, which are then added to large puddles. They have lots of fun squealing with excitement as they jump around in their wellies having a big splash.

Menus are carefully planned to meet children's nutritional needs. Food is varied and interesting and takes into account children's preferences as well as any allergies. Mealtimes promote children's independence as they help to prepare their snacks, or lay the tables at lunchtime. Cultural diversity is celebrated as children eat meals from other countries and cultures, with recipes sometimes supplied by their parents. Older children learn about healthy foods as they explore unusual fruits and vegetables. All the children find out where their food comes from as they help to plant and grow tomatoes, cress and other fruit and vegetables in the nursery garden. Children learn to keep themselves safe in practical ways, for example, they help to assess the possible hazards in their rooms. As a result they handle tools, such as scissors, safely.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met