

Toybox Day Nursey

393 Station Road, Stechford, BIRMINGHAM, B33 8PL

Inspection date	21/08/2013
Previous inspection date	14/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, content and enjoy attending this welcoming nursery. They make good progress in their learning and development, and are supported by caring practitioners who promote learning through play and plan activities based on children's interests and play preferences.
- The key person system works well and helps children form secure attachments; this promotes their well-being effectively. Good care experiences have a positive impact on children's all-round development and well-being.
- Practitioners are good role models; they speak respectfully to children and give them clear guidance. This helps children develop positive relationships with others.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements; risks to children are minimised through effective risk assessment procedures, good supervision and vigilant staff.

It is not yet outstanding because

- Opportunities for children to further enhance their learning in some aspects of outdoor play have yet to be fully embraced, for example, by providing resources to promote their imagination skills through role play.
- Opportunities for pre-school children to further extend their understanding of the world, by using resources to explore and investigate, such as magnifying glasses, torches and natural materials, have yet to be fully extended.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces. Playrooms on the first floor were observed, but they were not in use on the day of the inspection.
- The inspector spoke to the manager, practitioners and children throughout the inspection.
- The inspector held meetings with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of practitioners' suitability, and a range of policies and record keeping procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Jacqueline Nation

Full Report

Information about the setting

Toybox Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a detached building in the Stechford area of Birmingham. The nursery is one of two owned by a private provider. There is a ramp in place to gain access at the front entrance, and playrooms are located on the ground and first floor. All children have access to an enclosed outdoor play area. The nursery serves the local and surrounding areas.

The nursery employs 13 members of childcare staff, all of whom hold early years qualifications at levels 2 or 3. The manager holds a level 4 qualification. The nursery opens Monday to Friday, all year round, from 7am until 6pm. Children attend for a variety of sessions. There are currently 60 children on roll, all of whom are within the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further the opportunities for children to play and extend their learning in the outdoor area, for example, by providing resources to develop their imagination skills through role play
- build on opportunities to support pre-school children further in their explorations of how different objects work by incorporating resources and equipment, such as magnifying glasses, torches and natural resources, in their play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy attending this welcoming and friendly nursery. They take part in a broad range of interesting experiences which cover all areas of learning. Consequently, children make good progress towards the early learning goals. Practitioners interact well with the children and ask questions to promote their language and thinking skills. Resources within each playroom are appropriate to their specific ages and stages of development. They are arranged to make them easily accessible, and this enables children to explore and make

their own discoveries. This results in a good balance between activities led by practitioners and those that children chose themselves. Since the last inspection, the systems for planning, observation and assessments have been reviewed effectively, and cover all seven areas of learning. Systems to assess children's starting points in their learning on entry and transitions across the nursery are secure. Children are supported well by their key person, who plans activities using the information they gain from observing children. This helps children move forward in their learning, and takes into account their play preferences and interests. Learning journals give an overview of the progress children are making towards the early learning goals. This information is shared with parents, and they are encouraged to share their observations from home to further support continuity in learning.

Interaction between practitioners and children is good. During activities and discussions, practitioners listen to what children say and ask questions to promote their language and thinking skills. During flour play, practitioners encourage children to think about what will happen next when they add water to the flour. Children move their fingers through the flour and make circle shapes. Children become involved and concentrate well during activities; for example, a small group of older children sit together and complete a shape matching activity, and when asked they confidently talk about the different shape names and colours. Children work out how to fit a track together and build models using a range of construction bricks. Practitioners introduce simple calculation, such as taking away, and this further encourages children's problem-solving abilities and mathematical skills.

Communication and language skills are fostered well in all areas of the nursery. Older children learn to recognise and write their name, and some are beginning to link letters and sounds. Children are encouraged to develop a love of books and they are easily accessible in all playrooms. Practitioners emphasise and repeat new words while looking at picture books, and sing rhymes to help children's language development. Younger children can help themselves to paper and pencils. Some children become engrossed in making marks, and others draw pictures of themselves and talk about their eyes, mouth and nose. Younger children also like to sit and look at books, turning over the pages, and enjoy listening to their favourite stories and singing action songs. Children use a range of resources to make marks, such as chalks and shaving foam, and they use paintbrushes and water to make marks on the path in the garden. All children use a range of art and craft materials to foster their skills in expressive art and design. They have good opportunities to use their imagination as they play with a range of small world resources, such as farm animals, train tracks, cars and a tool bench. Children use their imaginations well indoors using role play resources for dressing up, and they pretend to make food and pour drinks for their peers.

Babies and younger children have plenty of space to move around freely to encourage their coordination and movement. Some children are beginning to pull themselves to a standing position, and they have push-along walkers to help them balance and practice their walking skills. Babies are beginning to find a voice and discover new words as they sing songs and look at picture books. Practitioners repeat and focus on specific words, and some words are beginning to emerge. Babies and younger children like to explore, investigate and use their senses. They love playing in the sand, and like to investigate using a wide range of electronic resources where they learn to twist, push and turn knobs.

Bubbles and balloons provide great excitement and fun for all children. They use their senses as they handle different objects and materials in their treasure baskets, such as metal spoons and brushes.

Children's physical development is given good attention. They enjoy time spent outside, playing in sand and water. All children are active and keen learners. They have frequent opportunities to play outdoors, and benefit from fresh air and exercise. Older children show they can negotiate space successfully when they carefully follow the path around the garden riding their bikes, cars and scooters. The thoughtfully planned playrooms create enabling environments for all ages of children to promote their independence and engage them in purposeful play. While the provision is well resourced overall, there is scope to enhance the learning environment in some areas to enable children to make further choices to extend their enjoyment and achievement. For example, the nursery has yet to fully exploit the learning opportunities in the outdoor area to maximise learning experiences, particularly in relation to developing their imagination skills by providing resources to enhance role play in the playhouse. Furthermore, there is scope to further enhance resources in the pre-school room by providing equipment, such as magnifying glasses, torches and natural resources, to enhance their exploration and investigation skills. Children are supported in understanding differences and diversity through activities and discussions about different festivals throughout the year. Older children have been involved in planting sunflower seeds, and they also learn to take care of their pet hamster 'Charlie' and make sure he eats his 'hamster food'. Overall, children are supported well to acquire the skills and capacity to develop and learn, and be ready for the next stages in their learning.

The contribution of the early years provision to the well-being of children

Children enjoy their time at this friendly and welcoming nursery. They develop close and caring relationships with all practitioners, and particularly with their key person. Practitioners work closely with parents during the settling-in sessions to gain an insight into each child's starting points in their learning, their individual needs and daily routines. A good emphasis is placed on promoting children's personal, social and emotional development. All children, from the very youngest baby, show a strong sense of belonging within the provision. Practitioners are kind, attentive and have a warm rapport with the children. They provide children with calming experiences throughout the day, such as cuddles and story time, and they sit on the floor, which makes it easier for children to seek comfort when needed. Younger children are helped to develop their confidence and relationships with the other children; they learn each other's names, say hello and goodbye to each other as they arrive and leave, and give each other hugs. Practitioners work at the children's level, sitting on the floor and sensitively joining in with their play. Good attention is given to monitoring the care routines of babies and younger children, especially in regard to their feeds, meals and sleep routines. Parents have opportunities to speak to practitioners at the end of each day to talk about their child's well-being and achievements. Good arrangements are in place when children move rooms within the setting, making sure the key person is knowledgeable about each child's needs, interests and parents' preferences. This helps to ensure a smooth transition.

Safety within the setting is given good consideration and effective steps are taken to minimise risks to children. For example, the premises are secure, practitioners are well deployed, and they are vigilant and supervise the children well by giving them the support they need. Children's behaviour is good. Practitioners are good role models and speak respectfully to children at all times. Positive friendships between children are clearly evolving, and this is evident as they play together well. Practitioners help them to recognise and understand the rules for being together with others, such as waiting for a turn, being kind and sharing. They praise children for their achievements and this helps to boost their confidence and self-esteem, making them feel good about themselves. Children learn how to keep themselves safe as practitioners help them to use resources and equipment in a safe way, and they take part in regular emergency evacuation drills.

Inclusive practice is successful as the nursery makes sure all children and families are valued and respected. Strategies are in place to support children with English as an additional language to ensure they progress well over time, given their starting points. For example, practitioners work with parents and ask for key words and phrases in their home language which they can use with the children to help them during daily routines. The nursery recognises the importance of working in partnerships with other agencies, and this ensures the timely intervention and support for children with special educational needs and/or disabilities. Children are well prepared for the next stages in their learning and are effectively supported in their transition to school.

Children's specific health and dietary needs and allergies are well documented and understood by the practitioner team. This ensures children's specific needs and parents' preferences are met. A review has taken place with regard to information provided to parents about children's daily food intake and specific dietary needs to ensure this information is accurately recorded. A healthy lifestyle is encouraged and children keep active through frequent opportunities to play outdoors or take part in physical play indoors. They enjoy climbing over soft-play blocks and crawling through tunnels. Meals and snacks are nutritious and enjoyed by the children. They enjoy fish, potatoes and mixed vegetables at lunchtime, wholemeal rolls and tuna at tea time, and fresh fruit snacks. Children confidently access their water bottles in their rooms and learn about good hygiene practices as they wash their hands before mealtimes. Children are developing skills to effectively support them in their future learning. They use their imagination well, develop independence and are happy and enjoy what they are doing. Their all-round development is fostered successfully.

The effectiveness of the leadership and management of the early years provision

Leadership and management is good. Since the last inspection the owner, manager and practitioner team have placed a strong focus on quality improvement to help the setting move forward. They demonstrate a strong commitment to ongoing improvement in order to drive forward positive changes in the nursery to benefit children. Actions from the last inspection have been implemented successfully. Practitioners have completed training to develop their knowledge and understanding of the Early Years Foundation Stage to enable them to support children's learning and development more effectively. There have been

some changes to the management and practitioner team, with some new practitioners employed and who are effectively deployed. The key person system is now fully in place to ensure children's well-being is supported. Practitioners are clear about their role and the importance of developing positive relationships with individual children and their parents. This ensures children form secure emotional attachments, and their individual care needs and routines are met effectively. Procedures to observe and evaluate practice within the setting, together with close monitoring of the educational programmes, ensures all children achieve well. The planning and assessment systems, and the quality of teaching and learning are monitored, to make sure all children make good progress in their learning and development.

Safeguarding is given good consideration. Practitioners demonstrate confidence in the effectiveness of the procedures regarding allegations of abuse and reporting child protection concerns. The safeguarding policy is available to parents. Robust vetting procedures are in place to ensure practitioners are suitable to work with the children. Ongoing suitability is discussed, and all practitioners are aware of their duty to inform the owner/manager of any issues affecting their suitability to continue in their role. The arrangements for supervision, appraisals and professional development are well considered, and include opportunities for staff to complete training to enhance knowledge and skills. They demonstrate a good level of commitment to promoting children's safety and well-being. Children's health and safety is enhanced by the robust and consistent implementation of policies and procedures that ensure the safe and efficient management of the provision. This includes comprehensive risk assessments and closed circuit television, which covers most aspects of the premises and outdoor areas. Staff are vigilant about arrival and collection procedures, and good security precautions contribute to children's safety. All visitors are required to produce identification before entering the building and sign a visitor book.

Practitioners create an environment that is welcoming and safe, where children are able to enjoy their learning and grow in confidence. Partnership with parents is valued and they are provided with a good range of information about how the provision operates. Parents speak positively about the nursery, and comment on the good progress their children make and the good feedback they receive from practitioners when they collect their children. All the required documents are in place to meet the requirements of the Statutory framework for the Early Years Foundation Stage, together with the necessary parental consents and emergency contact information. All documents are stored to ensure confidentiality.

Good liaison with local agencies and other professionals benefits children who may need additional help to support their learning and development. The nursery recognises the importance of smooth transition arrangements for children to ensure their individual care and learning needs are fully supported. They make links with local schools to support children when they move on to their next phase in learning. This supports children's continuity in care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY444562
Local authority	Birmingham
Inspection number	885280
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	125
Number of children on roll	60
Name of provider	Shezad Inayat
Date of previous inspection	14/09/2012
Telephone number	0121 706 4617

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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