

Toybox Day Nursery

393 Station Road, Stechford, BIRMINGHAM, B33 8PL



Inspection date 17 February 2017
Previous inspection date 29 January 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not use what they know about children's progress well enough to plan activities that precisely meet their learning needs and challenge them to make consistently good progress.
- Opportunities for staff's continuous professional development do not focus well enough on helping to improve the quality of teaching to promote children's good progress.
- Staff do not share detailed enough information with parents about children's learning and development to promote continuity between the nursery and home.
- Managers do not reflect carefully enough on the quality of teaching and progress children make. They do not identify and address all weaknesses swiftly in order to achieve good standards.

It has the following strengths

- Staff conduct daily risk assessment checks. They take action to maintain the suitably and cleanliness of the environment, toys and equipment. A range of documents, records and policies helps to support practice. Children's safety is effectively promoted.
- Staff are kind and friendly. They get to know children and their families well. Children form positive relationships with staff. They are content and relaxed attending.
- Children have opportunities to build on their skills in moving in different ways. Staff support them to negotiate the obstacle courses and large physical play equipment outside. Children enjoy running around, riding on wheeled vehicles and kicking balls.
- Staff find out about children's backgrounds, languages and cultures. They help children to explore and celebrate their similarities and differences. They promote acceptance, tolerance and respect.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure all staff make effective use of what they know about children's development to plan challenging and enjoyable activities that help children make good progress 	03/04/2017
<ul style="list-style-type: none"> ■ provide effective supervision, coaching and training for staff that improves the quality of teaching so children are consistently challenged and make good progress in their learning. 	24/04/2017

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

- share more-detailed information with parents about their child's progress that helps them support their children's learning and promotes continuity between the nursery and home
- strengthen the evaluation process, in order to identify and address all weaknesses and to raise the quality of the provision to a higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, policies and procedures.
- The inspector discussed the nursery's self-evaluation with the management team and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

Management has not identified weaknesses in the quality of teaching or in the levels of progress children make. Staff are supervised and benefit from some training, including safeguarding, health and safety and first aid. This contributes to the quality of care they provide. However, the arrangements for staff's professional development are not focused well enough on improving their teaching skills. Children do not always benefit from good quality learning experiences that promote their good progress. The arrangements for safeguarding are effective. Managers and staff know how to recognise the signs and symptoms of child abuse. They are knowledgeable about how to report any concerns. This helps to protect children from harm.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. New key persons have been allocated to children and staff are getting to know children's current abilities. However, they are not making good use of what they know to plan suitably challenging activities and experiences that help children make good progress. As a result, children struggle to fully concentrate and become absorbed in their learning. They often get easily distracted and wander between activities. Nevertheless, some staff promote aspects of children's learning well. Babies enjoy painting. Toddlers like exploring play dough. Pre-school children spend time drawing. Staff interact with children at their level and show them how resources can be used. This helps build on children's creativity. However, information about children's progress is not shared in great enough detail with parents to enable a shared approach to children's learning.

Personal development, behaviour and welfare require improvement

Although children develop some good attitudes towards learning, teaching is not good enough to make sure they are motivated, interested and inspired to learn. Nevertheless, care practices are good. Staff are sensitive and responsive to children's care needs. Children benefit from nutritional meals and snacks. Staff help children to try a variety of fruits and talk to them about the importance of eating well. Staff ensure children adopt good hygiene routines, such as washing their hands, blowing their noses and cleaning their faces. Children are supported to behave well. They listen to staff and follow the rules that are set.

Outcomes for children require improvement

Children are not supported well enough to make consistently good progress in their learning. Nevertheless, children are confident to play, explore and choose what they want to do. Children are independent. They learn to manage their own care needs when they are ready. Children are developing skills in communication and language. All children enjoy singing. Young children experiment with sounds, name objects and use simple sentences. Older children answer questions and share their thoughts or ideas. Overall, children are developing the basic skills they need to move on to school.

Setting details

Unique reference number	EY444562
Local authority	Birmingham
Inspection number	1084610
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	130
Number of children on roll	97
Name of registered person	Shezad Inayat
Registered person unique reference number	RP909530
Date of previous inspection	29 January 2014
Telephone number	0121 244 3176

Toybox Day Nursery was registered in 2012. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or 3 and five hold appropriate early years degrees. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and disabilities.

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.

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