

Toybox Day Nursery

393 Station Road, Stechford, BIRMINGHAM, B33 8PL



Inspection date

18 October 2017

Previous inspection date

17 February 2017

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

Summary of key findings for parents

This provision is good

- The new managers and the provider have worked tirelessly to improve all aspects of the nursery provision. They have successfully met all the actions set at the previous inspection. There is now strong leadership with a clear vision and further enhancements are planned for staff practice and children's learning.
- Children are very happy, calm and well behaved. They busily engage in stimulating activities in the welcoming, child-centred environment. Children form good friendships with each other and have close bonds with the caring staff. Children develop good social skills and independence in their self-care and choice of activities.
- Teaching is very good overall and on some occasions, outstanding. Staff use skilful questions to challenge children's thinking and help them solve problems. Staff make good use of their observations of children's play to measure their progress accurately. Children make good progress and are well prepared for the next stages in their learning.
- A strong partnership with parents promotes a shared approach to children's learning. Staff help parents to share valuable information about their children's achievements. They involve parents successfully in their children's learning at home and at nursery. Staff keep parents well informed about their children's progress.
- There is very effective partnership working with other professionals to help support all children's learning. Children take part in community projects, such as helping to create a sensory garden at a local heritage site, where they learn about growing food.

It is not yet outstanding because:

- Staff do not fully support children to develop their creativity and to take supervised risks, such as when they explore the natural world.

What the setting needs to do to improve further

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

- provide children with further opportunities to extend their creativity and take risks in a secure environment, such as when exploring the natural world.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery managers.
- The inspector held a meeting with the nursery managers and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Leaders and staff are fully committed to achieving high standards in their practice. This has had a very positive effect on children's learning and progress. New and existing staff now form a strong team. They share their areas of expertise and work together to help all children make at least good progress. The managers monitor staff practice thoroughly and staff now undertake targeted professional development which has helped them to raise the quality of teaching, planning and assessment. The new managers provide clear guidance to staff about their responsibilities and what is expected of them. Safeguarding is effective. Rigorous recruitment procedures ensure that all staff are suitable to work with children and are committed to their work. Managers and staff have a thorough understanding of how to keep children safe and they maintain accurate records that document their practice.

Quality of teaching, learning and assessment is good

The greatly improved environment is exciting and stimulating. The rooms are cosy and welcoming and children can see and reach a wide range of good-quality toys and resources. Staff develop children's language very well and encourage them to find out how and why things happen. For example, children notice a crack in a pumpkin, so staff help them to open it up to see and feel what it is like inside. Staff ask children to describe how it feels and children discuss what might happen if they plant the seeds. They think about this carefully and offer some great ideas, which staff build on skilfully. For example, they plant some pumpkins straight away helping the excited children to find out if they are right about flowers growing from the seeds.

Personal development, behaviour and welfare are good

A stable and consistent staff team helps children to feel secure and become familiar with their key person and other staff. Children sometimes mix with children and staff from other rooms to help them feel secure when they move to a new room, as they see familiar faces. Staff meet all children's care needs very effectively and promptly. They protect children's health well and ensure that all their dietary requirements are met. Children enjoy healthy, freshly-cooked food and staff teach them about the importance of healthy eating and lifestyles. The outdoor area is very well planned and resourced and children develop their physical skills and confidence effectively. They use large climbing and balancing equipment and explore a new woodland area with great enthusiasm.

Outcomes for children are good

All children show curiosity for learning and exploring their environment. They are constantly busy with an extensive range of activities and resources. Children develop their own learning styles. For example, they wash toy dinosaurs, then cover them in sand and repeat the activity. Babies take great pleasure from a game of peekaboo with a piece of net and a bowl of glittery water. They enjoy the feel of the textures on their hands. Older children are confident to ask questions and are eager to give out plates and cups at mealtimes. They join in with songs confidently and show interest in each other's lives.

Setting details

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| Unique reference number | EY444562 |
| Local authority | Birmingham |
| Inspection number | 1086674 |
| 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 | 72 |
| Name of registered person | Shezad Inayat |
| Registered person unique reference number | RP909530 |
| Date of previous inspection | 17 February 2017 |
| Telephone number | 0121 244 3176 |

Toybox Day Nursery registered in 2012. The nursery employs 15 members of childcare staff. Of these, four hold early years qualifications at level 6 and 11 at levels 2, 3 or 5. The nursery operates all year round. Sessions are available Monday to Friday from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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