

# Toddle On Inn

Roberts Court, 4 Sternhall Lane, Peckham Rye, London, SE15 4NT



<b>Inspection date</b>	2 July 2018
Previous inspection date	24 July 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 current manager, staff and the provider have worked extremely hard since the last inspection to improve the overall quality. They evaluate practice, children's progress and the provision effectively to provide good-quality childcare.
- Leaders ensure that all new staff and agency staff are suitable and receive induction training to help them understand their roles and responsibilities.
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- All children are motivated and keen learners. Older children skilfully throw beanbags into the matching coloured hoops. Babies explore baskets full of natural resources, and toddlers concentrate as they practise their pencil control when they draw a picture of a dragon.
- Staff skilfully support children to have a positive sense of themselves and their place in the world. For example, the youngest children inquisitively look at themselves in a mirror and access family photograph books to comfort them and help them to settle in.

### It is not yet outstanding because:

- Even though staff promote children's development effectively, they do not consistently extend children's learning to an even higher level, particularly during off-site visits.
- Staff do not consistently use assessments to evaluate and extend children's learning to an even higher level.

## What the setting needs to do to improve further

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

- make the most of staff interactions and activities, particularly during off-site visits, to challenge and extend children's learning to the highest level
- strengthen the good use of assessments to monitor children's next steps in their learning so that they make the best possible progress.

### Inspection activities

- The inspector viewed documentation, including children's records, the provider's policies and procedures, and accident, incident and complaints records.
- The inspector checked staff qualifications and training certificates, such as those for safeguarding, paediatric first-aid and to demonstrate ongoing suitability.
- The inspector completed a joint observation with the manager and assessed the impact of teaching on children's learning.
- The inspector accompanied staff and children to the park and observed them during their play.
- The inspector spoke with parents to seek their views and comments.

### Inspector

Jane Morgan

## Inspection findings

### Effectiveness of the leadership and management is good

The manager monitors staff performance well and provides regular supervision for them. Staff engage in a range of training activities that helps them to improve their knowledge and teaching skills to a higher level. For example, they have recently updated their safeguarding knowledge to help them identify safeguarding concerns and the local procedures to follow. Robust procedures are in place to fully risk assess the areas that children use, and prior to outings. Staff keep children safe during daily outings. They supervise them well and teach them simple rules to follow. For example, children hold hands with staff and wait until it is safe to cross the road. Safeguarding is effective. The leaders have worked very well in partnership with the local authority adviser to address the actions and recommendations from the previous inspection. Leaders actively seek and evaluate the views of parents and staff. Following parents' feedback, staff provide them with even more information about the early years foundation stage.

### Quality of teaching, learning and assessment is good

Staff plan for children's learning effectively overall. They observe children during their play and identify the next steps in their learning. Staff provide interesting activities to engage children of different ages. For example, toddlers listen to the crunching sound as they move small-world animals across a large tray. Staff promote children's early mathematical development to a good level. They ask questions, demonstrate and explain things. For example, they ask, 'is it full yet?', as pre-school children concentrate when they carefully pour flour into a cup and count the ingredients to make play dough. Children excitedly ask for different coloured play dough, 'so it looks like a rainbow'. Staff provide parents with regular information about their children's care and progress.

### Personal development, behaviour and welfare are good

Children develop warm relationships with their key person. Children's emotional needs are supported well. For example, staff in the baby room provide a caring and calm environment where very young children feel safe and secure. Staff are good role models. All children behave well and they respond well to simple rules to help them stay safe. Staff promote children's good health and physical exercise. Children enjoy a variety of healthy, freshly cooked meals. Staff take children on regular outings. Children enjoy trips to the local library to look at books and meet with other children and families. This helps to promote children's understanding of the local community.

### Outcomes for children are good

Children make good progress from when they first start. They are well prepared for their next stages of learning and their eventual moves to school. Children have good social skills. They take turns by waiting for the toy they want to play with. Older children recognise numbers as they energetically play a game of hop, skip and jump. Children are confident and independent when carrying out self-help tasks. Children quickly progress with their development, such as potty training.

## Setting details

<b>Unique reference number</b>	EY491354
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1110228
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	77
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Toddle On Inn Ltd
<b>Registered person unique reference number</b>	RP534748
<b>Date of previous inspection</b>	24 July 2017
<b>Telephone number</b>	020 7277 8016

Toddle On Inn registered in 2015. It is located in the London Borough of Southwark. It opens from 8am to 6pm on weekdays, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged three and four years. There are 14 members of staff. Of these, 13 hold appropriate early years qualifications at level 3 and above.

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