

# Toddington Childcare

Inspection report for early years provision

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**Inspector** Sheila Harrison

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**Type of setting** Childcare - Non-Domestic

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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**

Toddington Childcare registered in 2001 and is managed by a committee. The childcare provision is located within the grounds of St Georges' Lower School in the village of Toddington, Bedfordshire. The setting is comprised of two adjacent buildings, each is equipped with a playroom, kitchen and washing and toilet facilities. All children have access to a secure enclosed outdoor play area. The breakfast club opens each weekday from 7.30am to 9am, the pre-school operates from 9am to 3.15pm and the after school provision opens 3.15pm until 6pm Monday to Friday term time only. During school holiday, the setting opens from 8am until 6pm. Children are able to attend for a variety of sessions.

The setting is registered on the Early Years Register. A maximum of 36 children within the early years age range may attend the setting at any one time. The setting is also registered on the compulsory part of the Childcare Register to care for children aged over five years to 11 years. There are currently 72 children attending who are within the Early Years Foundation Stage. The setting provides funded early education for two-, three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 13 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at Level 2, seven staff hold a Level 3 qualification and one member of staff holds a Level 4 qualification. One staff member is working towards a Level 2 qualification, one member of staff is working towards a Level 3 qualification, one member of staff is working towards a Level 4 qualification and one member of staff is working towards a Level 5 qualification. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and are making good progress in their learning and development. The setting promotes a safe and healthy environment where staff are well aware of and mostly respond to the individual needs and interests of the children. The team work closely in partnership with parents and other professionals to ensure that the uniqueness of each child is fully recognised. Parents generally have useful opportunities to share their knowledge of their children with the setting. Staff work together as a secure team and continually strive to improve the provision through careful reflection on their practice. As a result, the setting is well placed to maintain and sustain continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- promote children's linguistic diversity and provide opportunities for children to use their home language in their play and learning
- enhance parents access to all written records about their children and incorporate their comments into their child's learning and development record.

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

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by those who work with the children. Staff have attended safeguarding training and discuss the safeguarding procedures, including how to raise concerns about the management if required. Staff are suitable to work with children and demonstrate a high level of commitment to promoting their safety. Comprehensive policies and procedures ensure that children are protected and well supported. High quality risk assessments and building maintenance systems ensures children's safety and security. Staff and children frequently practise emergency evacuation procedures arranged by the setting and by the school. The manager ensures that staff are fully aware of using all the different exits by placing the 'pretend fire' in different parts of the premises. The environment in which children are cared for is supportive and conducive to learning. Children's development is broadened, as the setting makes very good use of the outside area. Information for parents is well displayed and the system of hanging 'pigeon holes' ensures each parent receives all the communications from the setting.

Children are making good progress in their learning, as the staff are knowledgeable and enthusiastic. Managers and staff effectively evaluate the provision. The setting has successfully addressed the recommendations made during the last inspection. Recent questionnaires from parents and input from team meetings are collated and assessed to inform the detailed self-evaluation system. The current plan for improvement is well targeted to promote the achievement of all children. Staff strive for improvement to provide high quality care and education. They demonstrate this commitment with a well-planned programme of professional training and development. For example, following a course on the promotion of children's communication skills, staff are gathering props and artefacts to help with the assessment of children's language abilities.

Staff promptly identify a child's need for additional support, sharing information and records with colleagues, parents and where appropriate, with interagency teams to ensure that each child gets the help he or she needs. Most children's progress is carefully monitored to ensure that there is no underachievement. Staff work closely with local childminders to ensure consistency of care and there is a strong relationship with the school to ensure a seamless transition to the nursery class.

Children are encouraged to feel free from discrimination as the play materials reflect diversity. They use a useful range of multicultural resources to learn about

other cultures. Children whose first language is not English benefit, as staff provide a meaningful range of activities to help them develop their English. Staff learn and display a few words in the child's home language, although, they miss opportunities to fully value linguistic diversity by encouraging children to hear and use their home language in their play and learning.

There are clear and accessible channels for parents and carers to communicate with the setting. Parents are encouraged to take an active part in running the setting by being part of the management committee. On starting at the setting, parents spend time with the key worker, allowing staff to get to know the child's current stage of development, their family, their likes and dislikes. Parents are well informed about all aspects of their own children's achievement, well-being and development. Staff are always available to talk to the parents at the beginning and end of the session and most parents know and see their child's key worker. Regular newsletters and notices give information on the themes and activities that their children are engaged in at the setting, although, parents are not systematically invited to make comments in their child's learning journey. Consequently, staff miss opportunities to gain a further insight into children's development at home.

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

Children are happy and involved in their play. Staff are skilled at promoting positive attitudes to learning. For example, during a cookery activity, children take turns in measuring and mixing the ingredients. They see the change in the textures as they rub in the butter and make the dough. The staff use a cookery book and encourage children to follow the recipe, seeing and using print and books for a purpose. Staff reinforce children's learning by asking them to recall their actions. High quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessments and matched to the full range of children's needs and interests. For example, staff ensure the buckets and spades are easily available, as the children preferred to play with these objects in the sand pit rather than the model dinosaurs that are planned. Staff reflect on the organisation of the premises and move some toy storage furniture. Children quickly and independently adopt this area as a drawing and mark making area by moving the paper and pencils. They explore the properties of light and dark in the comfortable book area by shining the torches on the material hanging from the ceiling.

Children are developing a very strong sense of belonging. Their family photographs are displayed and they are beginning to bring books of family photographs and boxes with favourite items from home to share with their friends and the staff. They behave well and staff are skilled in helping children to negotiate and respond to the feelings and wishes of others. Children are successfully helped to understand the society in which they live. At the after school club, children are learning to keep themselves safe at Halloween as they greatly enjoyed a visit from the community police officers who explained 'stranger danger'. Children value

diversity, as they commemorate their own festivals and those of their friends. They had valuable chances to explore the festival of 'Ganesh' when building and decorating a large elephant from cardboard boxes. In the summer, the children enjoyed growing vegetables in tubs and they are eagerly waiting for their recently planted bulbs to grow.

The setting takes effective steps to promote children's good health and well-being and prevent the spread of infection. Children are well nourished and are learning about a healthy diet with the organisation of a rolling snack time. This gives children time to have their healthy snack at a time of their choosing, so they can concentrate and continue in their play and learning. Out of doors, children move with confidence on the obstacle course they designed for themselves. Indoors, children make large movements with the streamers, learning to keep sufficient space around themselves for the safety of others. They are becoming independent as they are encouraged to put on their own coats when going outside.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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