

Toybox Day Nursery

Inspection report for early years provision

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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

Toybox Day Nursery opened in 1990. The nursery re-registered in 2011 when it became a limited company. It is privately owned. The nursery operates from a converted house located in Henleaze, Bristol, and is close to shops and local amenities. The nursery is registered on the Early Register and the compulsory part of the Childcare Register. A maximum of 39 children may attend at any one time. The nursery provides some out of school care for school age children. Opening times are Monday to Friday from 8am to 6pm, all year round except Bank Holidays. There are currently 68 children on roll. Of these, 16 have grants for nursery education.

The nursery supports a number of children with English as an additional language and those with learning difficulties and/or disabilities.

A team of 14 staff work directly with children. Of these, seven, including the manager, have level 3 qualifications. One member of staff is working towards a Foundation Degree and two are qualified early years teachers. The nursery is working towards achieving the Bristol Standard in Early Years Care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy in this family centred nursery and enjoy a good range of stimulating activities which cover all six areas of learning. The staff skilfully meets the children's individual welfare and learning needs in the majority of the planning and provides a superb, fully inclusive environment in which children have a sense of belonging. Partnerships with parents and other providers of early years care are well established. Regular evaluations are carried out by the manager and staff, which inform the plans for improvement to provide lasting benefits for children.

What steps need to be taken to improve provision further?

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

- develop further the planning for group activities to enable children's individual learning needs to be identified and included.

The effectiveness of leadership and management of the early years provision

Secure procedures are in place to safeguard children and protect them from the risk. Staff are suitably vetted and have a thorough induction when they start at the nursery so they are fully aware of their responsibilities. Suitable recording is in

place for all existing injuries and accidents. The manager has recently attended multi-agency child protection training and has a clear understanding of how to implement the child protection procedures if they are concerned about any of the children. Children's safety is given high priority. Rigorous systems are in place for risk assessment of both indoor and outdoor play areas. Staff also carry out risk assessment for activities and ensure this is included in the planning records so all staff are aware of possible risks.

The nursery has systems in place that enable them to continuously improve their service. Staff regularly reflect upon the service they offer and plan ways to further improve the provision. The experienced manager ensures the whole staff team have ownership of the decisions made and all staff are fully aware of the identified aims for improvements. Self-evaluation procedures are ongoing, using the dimensions of the Bristol Standard for daycare as a guide.

The available space is used creatively to enable children to play independently and make choices about their play. Resources are of good quality and easily accessible to children in all areas of the nursery. This includes a well thought through outdoor play area, which offers learning opportunities across all six areas of the Early Years Foundation Stage. Staff meet children's individual needs very well. They deal with issues of differences confidently and sensitively so children's natural curiosity is explored and their questions answered. To further promote this, there are many positive images of difference and similarities displayed in the nursery. They have outstanding systems in place for the full inclusion of all children, including those with learning difficulties and/or disabilities and those with English as an additional language.

Staff work in close collaboration with parents, showing a high level of respect for the contribution they make to children's learning. They ensure parents have clear information about nursery policies and procedures and provide information to parents so they can begin to assess and support the important stages in their children's progress. Parents are invited into the nursery to share aspects of their culture and practical skills with the children. Partnerships, with other early years providers, are valued and relevant information is shared to promote consistency in the children's learning and development. This includes information on assessment and additional needs. The nursery is working toward developing a formal system for recording all contacts in children's individual learning records.

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

Free play enables children many opportunities to explore and experiment using the good quality resources and play equipment. Children take charge of their learning and self-select their activities. Their language is progressing well and they confidently engage with their peers and adults. Staff are well deployed and offer support to the children through good interaction and questioning, extending their learning and development.

Good behaviour is promoted and understood by the children, who act as good role models. Staff have a calm approach to behaviour management and encourage children to share their feelings. Children also complement others on their good work. They experience awe and wonder as they explore the natural environment in the nursery garden. Staff are skilled at extending the children's spontaneous learning. For example, a group of children found a ladybird in the garden. The children gathered in a large group with a member of staff to share what they know about the ladybird and other garden creatures, such as slugs. During this spontaneous activity the children remained fully focused and concentrated for a prolonged period of time. Staff extend learning further by introducing discussions on the recognition of colour, shapes of spots and counting the ladybird's legs. Children then set their own number challenge by counting out how many legs two ladybirds would have.

Children under two are happy and contented. They have loving support and enjoy age appropriate activities, such as painting using thick brushes, as well as sand and water play. They show an interest in books and choose their favourite ones for staff to read to them. Planning and assessment procedures are in place in all areas of the nursery. Staff involve parents in their children's learning and development through regular discussions and written assessments. However, large group activity plans are not linked to the next steps for children's individual development. This does not fully enable staff to monitor and support children's individual learning.

Children are beginning to understand the need for good personal hygiene through the daily routines. They wash their hands after painting and before meal times. Developing a healthy lifestyle is well promoted and children have plenty of opportunities for outdoor play and walks in the community. This includes the opportunity to learn to play tag rugby and golf with qualified trainers. Children are very familiar with the nursery routines and take great pleasure in tidy up time, which is made fun and exciting. Children are learning how to stay safe. Staff organise visits from the community police service and fire services. Regular fire drills are carried out so children and staff are familiar with the procedure in the event of an emergency evacuation of the premises.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
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