

Toybox Day Nursery

11 The Drive, Henleaze, BRISTOL, BS9 4LD

Inspection date	08/04/2013
Previous inspection date	05/10/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children develop good personal, social and emotional skills. They form strong relationships with each other and members of staff. Children are very secure and happy.
- The staff create a calm but busy environment in which children are eager to join in activities.
- Staff make effective use of different props and methods to support children's learning and development.
- Strong leadership and management and effective evaluative processes mean key strengths and areas for improvement receive high priority and result in improved outcomes for children.

It is not yet outstanding because

- staff are not familiar with significant words for children who have recently started at the nursery and for whom languages other than English are spoken at home
- children's interests at home are not consistently taken account of and reflected in the planning of activities, and links with all other early years providers that children attend are not established to promote continuity in children's learning and care.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interactions, indoors and outside.
- The inspector and manager undertook a joint observation of an activity in the pre-school room.
- The inspector spoke with staff in each room and one parent, viewed parent feedback forms and held discussions with the manager.
- The inspector looked at a selection of policies, procedures, staff suitability records and their qualifications, children's records and development plans.

Inspector

Debbie Starr

Full Report

Information about 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. The nursery is registered on the Early Register and the compulsory part of the Childcare Register. 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 64 children on roll. The nursery receives funding to provide free early years education for children aged three and four years. Children with special educational needs and/or disabilities and those who speak English as a dual language attend the setting.

The nursery employs 14 staff; of whom 13 work directly with the children. Of these, 12 hold the National Vocational Qualification childcare training qualification at level three in early years and above. One member of staff holds a foundation degree in early years and two are working towards a foundation degree in early years. Two members of staff are qualified teachers in early years.

What the setting needs to do to improve further

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

- increase support for children's development of English by using key words in the language other than English that is spoken at home

- take account of children's interests at home and reflect this in the planning of activities, and develop links with all other early years providers that children attend to promote continuity in children's learning and care.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settle quickly in the calm atmosphere of the nursery on arrival. They interact positively with caring and friendly staff who know them well. Key persons establish warm and close relationships with children, creating security for babies and toddlers and encouraging all children to explore their surroundings. Children enjoy the broad range of activities and experiences, which reflect their interests. Effective use is made of staff observations and achievements recorded by parents in the child's learning diary to assess children's starting points. Effective ongoing assessment, based on regular

observations and clear tracking of children's progress, enables staff to clearly identify the next steps in children's learning. Children are making good progress towards the early learning goals. Assessment processes to complete the two year progress check are in place and reflect the effective system of evaluation. Staff talk regularly with parents about their children's achievements and they are encouraged to view their child's learning diary and make comments. Key persons complete regular summary assessments on each child. Parents are encouraged to view the summary assessments, write comments and share children's interests at home through a home link book. Regular key person meetings for older children ensure that parents are well informed of their child's progress. The sharing of children's interests at home with staff is however not consistent throughout the nursery. As a result, planning of resources and activities does not fully reflect children's interests at home at all times.

Children make good progress in their communication and language. Overall, staff are skilled at promoting children's understanding and speaking skills. Staff working with babies make good eye contact, use signs as they explain what they are doing and repeat words. Babies babble happily to staff and respond to their questions. They snuggle into staff when looking at books and eagerly lift flaps to see what is underneath. Toddlers listen to and observe staff, who give them close attention. They follow instructions and staff support their language through providing a clear description of what they are doing and repetition of words. Staff caring for children aged two to three years know children's backgrounds well. Staff know some significant words for some children for whom English is a dual language at home. However, staff have not familiarized themselves with significant words for children who have recently started at the nursery to support their understanding of spoken English. Consequently, some children lose interest when activities are being explained, despite the use of some visual symbols to support understanding and involvement in the activity. Older children engage enthusiastically with large groups times, sharing their ideas and describing what they have made during the day. Older children choose to play with story cubes, building up a story line based on each picture. They happily draw, paint and write letters in their name. Children throughout the nursery develop an awareness of rhythm and sound while using interesting props, such as a clacker board.

Children show curiosity and enjoyment in their play and enjoy playing outside. They follow instructions to rip up bread and feel other textures such as breakfast cereal as they mix it together to feed birds in the garden. Children use small spades and garden forks as they dig in raised flower beds. They successfully fill small pots with soil and with guidance from staff, plant marigold seeds. Children show interest in living things as they look at plant pots with young shoots. Older children develop a good understanding of number as interesting props are used highly effectively by staff to consolidate their understanding of number and addition. Children recognise written numbers on the side of an egg, count the appropriate number of chicks and match this to make sure they are correct on a number line.

Staff effectively foster children's understanding of the world so that they are keen to learn about technology. They access information on a computer and use a walkie-talkie radio in their imaginative play. The broad range of experiences enjoyed by children demonstrates they are developing skills for the future. They are well prepared for the next stage in their

learning and transition to school.

The contribution of the early years provision to the well-being of children

Staff are deployed effectively, and alongside the key person system, help to ensure that all children form secure emotional attachments. Staff act as good role models and are reassuring and friendly. This helps children feel secure and they settle well in the nursery. Babies' home routines are followed and staff give individual attention to help them feel secure. Staff know the children and their backgrounds well overall. Staff work particularly effectively and sensitively to help children settle and support their individual needs. The environment is child friendly with resources, displays and activities at child height, enabling children to make choices. This promotes children's independence, self-esteem and confidence.

Children gain an understanding of risk to themselves and how to keep themselves safe from harm. They know and support their friends to hold knives safely as they cut fruit at snack time. They move around calmly and safely in the play areas, climbing up and down stairs holding the hand rail. Children receive effective support from staff to understand the consistent expectations for behaviour and to play well together. As a result, they respond to five minute warnings that activities will change, such as an end to outside play, willingly come to the carpet for circle time on hearing the 'jingle bells'. Staff model respectful behaviour using 'please' and 'thank you' frequently. As a result children learn good manners. Children play well together. They share resources to take turns, for example, during sand, construction and parachute play. Effective use of soft toys supports children to gain confidence in speaking with others about their experiences with their parents at week-ends

Children gain a good understanding about healthy lifestyles. All children have opportunities to be outside in the fresh air each day. Staff take babies on outings in a buggy, while all walking children play in the garden or go on walks in the local area. Children are active on challenging balancing equipment, such as stepping blocks and a low level beam. Weekly physical play sessions offer pre-school children additional opportunities to develop ball skills, target throwing, balance and coordination as they negotiate obstacle courses. Children become proficient at handling and manoeuvring wheeled toys as they pull and push vehicles around the garden. Staff provide secure routines so that children learn to be independent in their self-care skills. Children competently wash and dry their hands when needed and use the toilet on their own outside of the group. Children learn to put their own coats on and dress themselves. They select from either water or milk and drink when they are thirsty, pouring their own drinks. Children choose what fruit they eat for their snack and older children choose fillings and make up their own sandwiches or wraps for afternoon tea.

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

Arrangements for safeguarding children's well-being are well established and effective. Robust procedures to appoint staff who are suitable to work with children are followed. Almost all members of staff have completed appropriate suitability checks to protect children and promote their welfare. Staff make sure any adult who has not fully completed their suitability checks is not left alone with children at any time. Thorough induction procedures, modelling of good practice, a mentor system and appraisals support and promote staff's professional development. Clear, regularly reviewed safeguarding procedures through training and discussions ensure staff have a good awareness of how to protect children if they have a concern. Staff have a good understanding of the policies, procedures and other documentation, which successfully help to promote children's welfare. Almost all staff working across the nursery are appropriately qualified and experienced, with several holding or working towards higher level qualifications. All members of staff are vigilant when supervising children on outings to help ensure children remain safe. Throughout the nursery, staff supervise children appropriately to promote their safety, keeping within the required ratios at all times. When a member of staff is working on their own with children for short periods, they are monitored at all times through an audio monitor. The management team carry out regular and thorough risk assessments of the nursery and any outings. These assessments are complemented through daily visual checks by staff. This system enables staff to minimise potential risks to children so that they are cared for in a safe and secure environment.

The experienced and enthusiastic management team motivate staff and as a result, they are working together to drive improvement. The manager and staff have a good understanding of the learning and development requirements. The management team regularly monitor and review the educational programmes, planning documentation and staff practice. This results in a clear understanding overall of where support is needed, the strong delivery of the educational programmes and the continuous professional development of staff. Support and review in conjunction with the local early years consultant is used effectively to reflect upon and develop the provision. The nursery continually evaluates and monitors the provision, identifying areas for improvement and forming action plans using a recognised local system of assessment. Parents' views are sought and acted upon where appropriate

Partnerships with parents are good overall due to the effective key person system. Parents are very complimentary of the staff, finding them friendly, welcoming and very approachable. Parents are clearly aware of their child's key person as photographs are on display in each room, giving the key persons' name. Parents receive helpful information about the nursery on an ongoing basis through discussion, displays and occasional topic based information evenings. They also receive information about staff deployment which the nursery provides through the initial parent pack. Parents are informed of outings on day sheets, which staff give to each parent at the end of each day. Staff work effectively with other professionals involved in supporting individual children. Children benefit from well established links with most other early years providers that children attend. An effective exchange and sharing of information is not fully in place to promote continuity in all children's learning and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY424988
Local authority	Bristol City
Inspection number	910976
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	39
Number of children on roll	64
Name of provider	Toybox Day Nursery (Bristol) Limited
Date of previous inspection	05/10/2011
Telephone number	01179 623 010

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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