

# Toy Box Day Nursery

34 Goodison Boulevard, Cantley, Doncaster, South Yorkshire, DN4 6BX

<b>Inspection date</b>	16/08/2013
Previous inspection date	25/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Practitioners have an exceptional knowledge of the children and they are very sensitive to their diverse needs. Observation, assessments, care arrangements and partnership with parents and others ensures children's care and learning experiences are personalised to their individual requirements.
- The children are central to how the nursery operates; their likes and choices are fully incorporated into the planning of activities. Therefore, children are highly engaged in their learning, happy, motivated and enthusiastic learners.
- Practitioners work well as a team, they are very supportive of each other and they provide a safe, welcoming and family-friendly environment for children and their families.
- Self-evaluation and practitioners' drive and ambition to provide the best possible care for children contribute to improving the provision for children.

### It is not yet outstanding because

- Practitioners are not always providing a breadth of flexible and portable resources outdoors to further encourage children to create, design and think creatively on a large scale to promote their vivid imaginations and problem-solving skills.
- Practitioners are not always maximising opportunities in planning to support children in developing high levels of self-control during activities, so that they develop an excellent understanding of risks and boundaries.

## 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.

## Inspection activities

- The inspector toured the premises and observed children of all ages playing indoors and outdoors.
- The inspector completed a joint observation with the manager, she spoke with the manager, practitioners and registered person at appropriate times throughout the inspection.
- The inspector looked at children's learning records, planning documents, self-evaluation, evidence of suitability of practitioners and a range of other documentation, policies and procedures.
- The inspector took account of the views of parents through discussions and documentation.

## Inspector

Helen Blackburn

## Full Report

### Information about the setting

Toy Box Nursery and Pre-School was registered in 2001 and is on the Early Years Register. It is situated in Cantley, Doncaster and is managed by an individual owner. The nursery serves the local and wider community and is accessible to all children. It operates from a converted building and children are cared for in four rooms, a large conservatory and a sleep room is available. There is an enclosed area available for outdoor play.

The provision employs 16 members of childcare staff. Of these, one hold appropriate early years qualifications at level 6, 14 at level 3 and two are currently working towards a qualification.

The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 78 children on roll, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language or children with special educational needs and/or disabilities. The provision is a member of the National Day Nursery Association.

### What the setting needs to do to improve further

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

- enhance opportunities for children to create, design, think creatively and solve problems on a large scale through using a wide range of flexible and portable resources
  
- strengthen planning by including more opportunities for children to develop high levels of self-control by involving them in fun activities and experiences that help them think about risks and safe boundaries.

## Inspection judgements

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

Practitioners have a good understanding of how young children learn and develop. They provide a stimulating and welcoming learning environment, where children independently access a broad selection of resources across all areas of learning. Practitioners interact well with children and they are actively involved in their play. The quality of teaching is good because practitioners skilfully use open questions to encourage children to think for

themselves. They regularly observe and assess children's progress, which means they have an excellent understanding of each child's abilities, likes and needs across all areas of learning. They effectively use their observations to plan a good range of experiences to support children's next steps. In addition, because they accurately monitor and track children's progress through regular 'summative assessments', they quickly identify any concerns regarding children's progress. This ensures they put in place intervention strategies to ensure all children receive the additional help they need. Therefore, they support all children in making good progress in their learning, given their starting points, and this prepares children well for school. This includes talking to children about their school visits and inviting teachers into the nursery. Practitioners use books and role play to talk to children about their fears, excitement and what to expect when starting school. This means children have the confidence and skills when they leave nursery to take on new challenges.

When planning for children's learning, practitioners place children's choices, likes and interests at the centre of everything that they do. This is because their planning is flexible, they talk to parents on a regular basis to find out what children enjoy at home and they use this information to plan for children's individual needs. Therefore, planning for children's learning is personalised and as a result, children are highly engaged in their learning, they approach their play with enthusiasm and motivation. For example, when children bring frog spawn from home, practitioners incorporate this into future activities. As a result, children experience nature and change as they watch the frog spawn change into frogs.

Practitioners' positive interactions with children, supports their language and communication skills. For example, when engaging with babies, practitioners introduce new words and they provide a running commentary to encourage young children to extend their vocabulary. Older children are confident speakers; they ask questions and engage easily in conversations, such as talking to their peers during role-play activities. Children enjoy books, they listen to stories, they talk about what they see and predict their own endings. Children are eager to write for different purposes, such as making lists, writing their name on their work and making marks in porridge. This supports well children's early literacy development and provides them with skills in readiness for their learning in school. Practitioners introduce children to number and other mathematical concepts in many ways. Young children learn about number and counting through fun songs and rhymes. Older children enjoy number games, such as number bingo. In addition, they select a number and find objects from around the nursery to correspond with that number. This encourages children to count and think about simple calculation, such as needing one more or one less. They use mathematical language in play, such as empty and full when playing in the sand and big and little when describing objects. These activities effectively promote children's mathematical development. Practitioners provide good opportunities for children to explore different media and textures, such as dough, sand, water, jelly, pasta, porridge, flour and paint. This promotes children's physical development and senses as they use their hands and different tools to handle, squeeze, prod, cut, roll and manipulate different objects. Overall, children are imaginative and creative learners and this fosters their development in expressive arts and design. Children engage in role play and they enjoy expressing their own ideas through their art work and music. However, there is scope to further enhance children's vivid imagination, creative

thinking and problem solving skills. Although children build, design and create with different materials and construction items, practitioners are not always providing ample opportunities for them to do this on a larger scale. For example, by regularly using a broad range of portable and flexible resources, such as pipes, large boxes, tyres, crates and guttering in children's play. The children are learning well about the world in which they live. Posters, activities and resources help children to learn about different cultural events and festivals so that they form positive impressions towards all people who live in society. Children enjoy some planting and growing activities; they talk about the weather and seasons so that they learn about nature and the natural environment. Children skilfully use the computers, controlling the mouse as they work through simple programs. Younger children are eager to use the mechanical bee, using the controls to make it move in different directions. These activities, effectively promote children's development in understanding of the world.

Practitioners work very well with parents and carers. The nursery prides itself on the family-orientated service they offer. Practitioners are sensitive to the needs of all the family when meeting children's individual needs. They ensure parents receive good information about the provision and education through their detailed and comprehensive policies and procedures, newsletters and notice boards. Parents are actively involved in their child's learning. For example, every six weeks, practitioners share with parents, children's progress, their next steps and what they can do to support this at home. During these discussions they ascertain from parents what children enjoy at home, their current interests and progression. In addition, at regular intervals, parents receive a full summary of their child's progress. Therefore, parents are well informed about their child's learning and this effective partnership working promotes continuity for children and it supports children's readiness for school. Practitioners work very well with parents if there are significant emerging concerns or if children have an identified special educational need or disability. For example, they regularly share information, discuss progress and devise clear targeted plans so that individual learning is tailored to each child's specific needs.

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

Practitioners gather detailed information from parents and carers when children start at the nursery. They do this in a variety of ways, such as seeking written information, discussions and settling-in visits. Practitioners use a 'welcome booklet' and a 'care plan' to ensure they gather all the information needed around children's needs, such as likes, routines, progress, health and medical requirements. As a result, practitioners have a very good understanding of the diverse needs of all children in their care. This means when settling children and securing the transition from home, practitioners are fully involving parents. This promotes continuity in children's care. All children work closely with their key person and this means they build up strong bonds, attachments and secure relationships with them. Therefore, children are happy, feel safe and settled at the nursery. In addition, effective transition arrangements are in place as children move around the nursery and to other settings. For example, key persons go with children on visits and they ensure they share good information about their needs and learning with new carers. This effectively supports children's progress in their personal, social and emotional development.

Practitioners provide a welcoming, friendly and family-orientated environment for children and their families. Parents and carers are welcome at the nursery at any time. Practitioners display children's work and photographs around the nursery so that they have a sense of belonging. Practitioners are positive role models for children and through consistent routines, they help children to learn about boundaries. They make good use of praise to show children they are pleased with them and what they have achieved. This results in children behaving well for their ages and promotes their self-esteem and confidence. For example, children take great pleasure in looking at their progress record and talking about all the wonderful things they have achieved. Through play and gentle reminders, children learn about the importance of being kind, sharing and taking turns. This encourages children to have cooperative and harmonious relationships with their peers. In addition, practitioners work closely with parents and external agencies when they have concerns about children's behaviour so that consistent strategies can be put in place. This promotes continuity for children.

Practitioners provide a safe and clean learning environment for children. Through their risk assessments, daily safety checks and close supervision of children, they put in place good safety precautions to minimise hazards. Through play, routines and discussions, children are developing a good understanding of how they can keep themselves safe. For example, after some recent accidents, practitioners talk to children about the dangers of playing superheroes. This helps children to recognise they do not have the same invincible powers as their favourite characters. In addition, they remind children where they can ride their bikes safely so that they understand how they can behave in safe ways to keep themselves and others safe. These discussions and management of children's behaviour provides children with a good understanding of keeping safe. However, there is scope to develop this further to make it more interactive and fun for children so that they develop higher levels of self-control. For example, planning activities where children are actively thinking about the risks, such as using visual aids, road safety signs, cones and other props, so they talk about risk and identify their own boundaries in fun ways rather than just through discussion. Practitioners implement a wide range of policies and procedures that contribute to promoting children's health. Through cleaning routines and management of illness, they minimise the risk of infection and illness. They provide varied and nutritious snacks and meals for children. Children self-serve their own meals and this provides good opportunities for practitioners to discuss the benefits of making healthy choices. Through playing outside, children have ample opportunities to be active and to enjoy the benefits of playing in the fresh air. This promotes children's health and all round development because practitioners encourage them to lead a healthy lifestyle. For example, children climb, balance, ride bikes, and enjoy playing with balls, hoops and other equipment that encourages them to be active. Through everyday routines, such as hand washing before snacks, practitioners are helping children to learn about the importance of good hygiene practices.

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

Practitioners have a clear understanding of their responsibilities in meeting the safeguarding children's welfare requirements of the Statutory Framework for the Early

Years Foundation Stage. They all access safeguarding training, which means they have a secure understanding of the potential signs of abuse and neglect. This contributes to protecting children from harm. The nursery has a detailed safeguarding policy to ensure practitioners understand the procedures for reporting concerns. In addition, they work closely with appropriate agencies and professionals involved in children's care because they all regularly share information when monitoring concerns.

This inspection took place following a notification by the provider in relation to two recent accidents at the nursery. However, the provider failed to inform Ofsted of one of these incidents without reasonable excuse within 14 days. This is an offence, although it had minimal impact on children's safety. This is because the inspection found that practitioners took all necessary steps to treat the injuries, supervise children, inform parents and contact the relevant authorities. They carried out a full review of the outdoor area, updated their risk assessments, talked to children about safe practices and put in place additional safety measures to ensure the slide area is free from obstacles and hazards. Therefore, they have taken all the necessary steps to minimise future incidents. This contributes to safeguarding children. The nursery maintains a wide range of detailed documentation, policies and procedures. Practitioners are aware of these through their induction and this contributes to keeping children safe. In addition, documentation includes robust recruitment and vetting procedures, evidence of suitably checks on practitioners, detailed risk assessments and appropriate information regarding children's individual details. Through good deployment of practitioners and maintaining adult to child ratios, children are supervised well in their play, both indoors and outdoors. This contributes to keeping children safe.

Through reflective practice, regular staff meetings and self-evaluation, the nursery is proactive in bringing about positive change for children. Practitioners' commitment, drive and ambition to improve the provision for children are identified through their action plans. For example, plans include the nursery cook having a more hands-on approach with the children, such as showing them foods in their raw form and then cooked. Therefore, giving children more opportunities to talk about healthy options and helping them understand what happens to the food when cooked. Practitioners access a varied range of training to support their professional development. In addition, through appraisals, management support their personal effectiveness. In addition, the registered person has recently appointed a qualified teacher to further enhance the monitoring of the quality of teaching and educational programmes. This demonstrates their commitment to improving the provision for children. Practitioners welcome the views of children and parents and they seek feedback through questionnaires, discussions and through their observations of the children.

Practitioners have good relationships with parents. They work very well together to meet the diverse needs of all children and to support their learning and progression. Discussions with parents and carers demonstrate they are extremely happy with the care their children receive. They say practitioners are very supportive and responsive to all the family's needs and that children are happy, safe and well cared for. Practitioners work very well with other professionals and agencies involved in children's learning and care. For example, they have strong links with social workers, health professionals, external agencies and local children's centre. Practitioners have regular discussions with any other professionals

involved and this means they work together to set clear goals and targets to support all children. Therefore, they support all groups of children, including those with special educational needs and/or disabilities to progress well, given their starting points.

## 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

<b>Unique reference number</b>	318124
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	926600
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Noreen Raper
<b>Date of previous inspection</b>	25/10/2010
<b>Telephone number</b>	01302 370418

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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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