

# Toybox Nursery

217 Upperthorpe, Sheffield, South Yorkshire, S6 3NG



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 1 December 2015 |
| Previous inspection date | 8 December 2011 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| 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 quality of teaching is good. Staff communicate well with the children and spend time explaining and demonstrating different activities. Children explore their own ideas as staff use skilful questioning techniques to encourage them to express their thoughts.
- Staff undertake effective observation, assessment and planning to meet children's individual needs. The manager carefully tracks the progress of individuals so that strategies are promptly put in place to narrow any gaps in achievement.
- The manager and staff have developed secure relationships with parents to support children's care and learning. Staff gather valuable information about babies and young children's individual care routines, interests and development. Parents speak highly of the support they and their families receive from the committed and well-qualified staff team.
- Children are well prepared for their move to school. Staff build positive relationships with schools so that children are emotionally prepared and able to settle in quickly.
- Staff carry out safety checks, keep the premises secure and are effectively deployed to ensure that children are well protected.

### It is not yet outstanding because:

- Staff do not always explain to the children why it is important to take turns and to listen when others are speaking at group time.
- Professional development opportunities are not used to keep staff knowledge of new legislation and initiatives as current as possible, in order to further develop the quality of teaching.

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## What the setting needs to do to improve further

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

- check that all children understand the importance of listening carefully when someone else speaks so that everyone can be involved in discussions
- make the most of professional development opportunities that further enhance practice and keep knowledge of new legislation and initiatives as current as possible.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector held a meeting with the manager. She looked at a sample of policies, including risk assessments, discussed the manager's procedure for self-evaluation and viewed the suitability, qualifications and recent training of staff working in the nursery.
- The inspector spoke to a small selection of parents and children during the inspection and took account of their views.

### Inspector

Tara Street

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**Inspection findings****Effectiveness of the leadership and management is good**

The manager reflects on her practice and has a strong drive to improve. She gathers the views of staff, children and parents to support her self-evaluation. Since the last inspection the nursery has transformed the outdoor space providing a number of new, stimulating play areas for children to use and enjoy. The arrangements for safeguarding are effective. Staff know what to do if they have any concerns about a child's welfare and the manager has a clear understanding of her responsibilities. Safety and accident prevention is given high priority so that children are kept safe. Staff are well qualified and the manager supports them through individual supervision, group meetings and training. This helps to improve the quality of teaching. However, not all professional development opportunities are taken to ensure the setting is aware of and making best use of new initiatives as quickly as possible. The nursery has established good partnerships with parents and external agencies to support disabled children, those with special educational needs and children who speak English as an additional language. Appropriate interventions are secured and children quickly receive the support they need to make good progress.

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

Children are keen learners because staff know how to motivate them. Staff make regular and precise assessments of children's learning. They understand children's needs well and plan activities to help children achieve their next steps in learning. Staff encourage children to become engrossed in a wide range of purposeful, challenging and fun activities. Babies and toddlers enjoy seeing the patterns they can make as they dip blocks into paint and press them onto paper. Older children eagerly draw pictures of pirate ships and use sequins, tinsel and glue to create their own art work. Children are given good opportunities to develop their literacy skills. They listen to stories and join in writing activities, such as writing Christmas cards, with enthusiasm.

**Personal development, behaviour and welfare are good**

Babies and young children are happy, settled and enter the nursery confidently. Good support is given to children and parents when they first start to attend the nursery. This helps staff to build warm and trusting relationships with the children. Children behave well because there are clear expectations of behaviour in place. They have good opportunities to develop their independence. Equipment and toys are stored so that they can easily access them. Children spend a lot of time in the stimulating outdoor area where they learn how to take manageable risks and develop their physical skills. Children enjoy digging in the mud, learning about growing and planting and exploring the sensory garden and nature area.

**Outcomes for children are good**

Children make good progress in relation to their individual starting points. Where children's starting points are below those of other children of their age, they show improvement over time and the gap is closing. Children develop the skills they need for the next stage in their learning, including the move on to school.

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**Setting details**

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | EY348458                       |
| <b>Local authority</b>             | Sheffield                      |
| <b>Inspection number</b>           | 857408                         |
| <b>Type of provision</b>           | Full-time provision            |
| <b>Day care type</b>               | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 0 - 4                          |
| <b>Total number of places</b>      | 45                             |
| <b>Number of children on roll</b>  | 69                             |
| <b>Name of provider</b>            | Mr & Mrs C D White Partnership |
| <b>Date of previous inspection</b> | 8 December 2011                |
| <b>Telephone number</b>            | 0114 268 5623                  |

Toybox Nursery was registered in 2007. The nursery employs 14 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 4, three at level 5 and four at level 6. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children, those with special educational needs and children who speak English as an additional language.

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