

Inspection of Toddle In Group

Toddle In Group, 43 Highfield Way, Hazlemere, High Wycombe HP15 7UW

Inspection date: 4 April 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make good progress during their time in this setting. They receive a warm welcome from staff who show high levels of care through their kind and nurturing interactions with the children and their families. This helps children feel safe and secure.

Children develop strong social and emotional development through positive relationships with their peers and the adults that care for them. Staff model positive interactions and listen and respond as children talk to them about what they are looking forward to doing during the day. This helps children gain strong communication and language skills.

Staff model good manners, and this supports children to be polite and courteous to each other and the staff. They show good manners when asking questions or sharing their play. Children are curious and enjoy exploring the patterns they can make with water and paintbrushes. Staff join the children in making marks and painting with water in the garden.

Children have high self-esteem and confidence. Children develop resilience when they learn to negotiate and solve problems. For example, when they use a range of ingredients to make their own dough. They learn they need more flour when the mixture is too sticky. Staff encourage and praise children and their achievements.

What does the early years setting do well and what does it need to do better?

- Senior managers have a clear ambition and vision for what they want children to learn during their time at the setting. They develop their curriculum and plan to build on what children know and can do. This supports children's next steps in learning and development. Managers have a strong focus on continuous professional development and share their learning and skills with staff. They build on the already good practice and develop staff knowledge and skills further. This helps staff plan teaching that is purposeful in helping children make good progress.
- Managers and staff build positive and lasting relationships with children and their families. This helps them plan based on children's interests and needs. Staff tailor a wide variety of challenging experiences for each child. They know children well and adapt their teaching to ensure that all children, including those with special educational needs and/or disabilities (SEND), have opportunities to access and engage in play and learning.
- Staff build positive partnerships with parents. They share daily feedback about what children have been learning. Staff offer support and reassurance for any questions or concerns parents may have. Parents are assured their children are

making good progress and developing excellent communication and language skills. Staff use strategies such as a lending library to support this approach. Children and parents borrow books to read at home and build on their language skills further.

- Children develop good independence skills overall. Staff support them in making decisions that help them build on these skills. Children are asked to vote for one of two activities each day. The activity with the most votes is then set up for the day. This helps children gain a sense of belonging and inclusion in their choices of play and learning. Children can then engage in their chosen activity and explore their creative skills in arts and crafts. They particularly enjoy exploring textures of paints during Easter activities. However, for the younger children, there are times when staff do not consider how to encourage them to be more independent when engaging in creative experiences and instead direct what they do. This does not fully support them to be curious and test out their own ideas.
- Staff provide a range of activities that challenge and support children's physical skills. They explain and model safety when children are managing risk in climbing, balancing and jumping. Children develop the confidence and resilience they need to explore and practise their skills and abilities. Staff encourage and praise children as they explore the garden space. Children show pride in their achievements. For example, children climb the apparatus as staff explain how they can balance and hold on to climb over the top and come down the other side. Staff offer a helping hand for those that need it.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff's understanding of how to support young children in exploring and developing their own ideas and finding things out for themselves.

Setting details

Unique reference number	2741464
Local authority	Buckinghamshire
Inspection number	10393829
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	29
Number of children on roll	33
Name of registered person	Bernadette Cahalan & Kim Cahalan Partnership
Registered person unique reference number	RP523319
Telephone number	01494957196
Date of previous inspection	Not applicable

Information about this early years setting

Toddle In Group registered in 2023 and is situated in High Wycombe, Buckinghamshire. The nursery is open from 8am to 4pm during term time only. The nursery is funded to provide free early years education to children aged two, three and four years. The nursery employs nine staff, of whom eight hold a recognised childcare qualification. The manager has early years professional status.

Information about this inspection

Inspector

Lisa Robinson

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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