

Toybox Pre School Group

Sports Field, Handford Hall Primary School, 44 Gatacre Road, Ipswich, Suffolk, IP1 2LQ

Inspection date	30/11/2012
Previous inspection date	26/11/2010

The quality and standards of the early years provision	This inspection:	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

- Staff assess children on entry so they are able to plan highly effective programmes for individual children, many of whom have little or no understanding of spoken English, therefore children make good progress.
- Children are enthusiastic and inspired to learn as all staff, who are very well supported by the management team, show exceptional dedication.
- Children are kept safe and secure because high regard is given to ensuring staff are suitable to work with children; no staff member is appointed until thorough checks and vetting processes are completed to the satisfaction of the management team.

It is not yet outstanding because

- There are reduced opportunities for children to learn and understand about the meaning of print, and to see a variety of images in different contexts, in some parts of the setting. For example, the outside area lacks text, images and visual stimulation.
- Sharing of information for children attending other early years settings is not consistent, so important information may be missed, jeopardising continuity of 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time talking to the manager and staff, and parents when they came to collect children.
- The inspector interacted with children in the playroom and the outside area, and observed routines such as lunch time.
- The inspector looked at documentation including evidence of staff suitability, registration forms, parent survey forms and children's learning journeys.

Inspector

Sarah Williams

Full Report

Information about the setting

Toybox Pre-School Group is run by a voluntary management committee. It was registered in 1991 and in 2010 the group moved into new, purpose-built premises in the grounds of Hanford Hall Primary School in Ipswich, Suffolk. Children have access to ground floor accommodation that includes a playroom and secure outdoor area. The setting is open Monday to Friday from 8.30am to 3.30pm term time only. Children attend for a variety of sessions.

There are currently 48 children on roll who are within the early years age group. The setting supports a number of children with special educational needs and/or disabilities and who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are nine members of staff, including the manager, who work with the children, eight of whom have an appropriate early years qualification. Of these, six hold a level 3 qualification or higher.

What the setting needs to do to improve further

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

- seek ways to strengthen and improve communication with all other early years settings attended by children, to maintain continuity of care and learning
- enhance the outside area by providing images, numerals and text to inspire and intrigue children and extend play and learning opportunities across all areas.

Inspection judgements

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

Children make very good progress in all areas of learning because they attend a stimulating, child-centred environment where staff provide a broad and varied range of challenging and well-planned activities. All areas of learning are considered and children have choice and are active learners. An outstanding feature of the setting is how well the needs of children with English as an additional language are met. The setting is attended by children who represent many diverse heritages and cultural backgrounds. These children have varying degrees of spoken English, and of understanding of English, as do their parents. The setting is especially sensitive of the need to understand the children's levels of development on entry and what they need to do to promote children's all-round progress, with a crucial emphasis on communication. To this end, sign language in the form of Makaton is used by staff with all children, ensuring inclusion and providing an added dimension of understanding. Equally, staff familiarise themselves with key vocabulary from the child's native language so that basic care needs can be met and to help the children settle and feel part of the setting. Posters and signs around the setting show different languages and scripts, and all information for parents is made available in translation if they so require it.

Children have free choice from the core activities provided, covering all areas of learning.

These always include a messy or sensory experience, water and/or sand play, craft and free painting, and floor play with small world toys. Natural materials such as twigs and cones are provided for children to explore alongside commercial and manufactured products. This extends children's creative thinking and curiosity. Equipment such as construction and puzzles enhance mathematical thinking and problem solving as children freely play with them. The cosy book corner contains a variety of books and catalogues, which children enjoy poring over, and which serve to develop everyday vocabulary as staff talk to the children about what they can see.

The outside area is well-designed with hard and soft areas, planting zones, cosy nooks and a range of larger and small equipment. Children successfully develop their physical skills and ability to move around safely as they ride and manoeuvre bikes and wheeled toys, play in the sand or playhouse or use balls for catching and throwing. They learn about lifecycles and nature as they participate in planting and tending seeds and plants, watching them develop and then harvesting them. Birds, bugs and mini-beasts are always fascinating to observe and talk about. Little text or visual enhancement is provided in the outside area, missing vital opportunities to engage children's curiosity and deepen their understanding of how print carries meaning in various contexts.

Children's language and communication is developed well as they sing songs for a Christmas production, and use signing as they do so. The day is punctuated by circle times, when children talk about what they have been doing, both at home and in the setting, listen to and join in with stories. Their personal and social development is fostered effectively as they share and take turns, for example at the sand tray indoors, or whilst waiting for a turn on the computer. Mealtimes, where children eat their packed lunch from home, are unhurried and cheerful social occasions when staff sit with the children and encourage and support them.

Children enhance and embed their knowledge and understanding of the uses of technology as they see a camera and compact disc player in frequent use. They use a computer to play educational games involving counting and matching, developing their skill with a mouse and naming other parts of the computer, supported by a staff member. Creative development is nurtured as children participate in imaginative play and planned art and craft activities. A child playing in the sand is intently shaping her pile of sand and tells the staff member 'I am making cheese'. Children add glitter to cut-out shapes to make Christmas decorations. The setting is effectively decorated and made colourful by displays made almost entirely from children's work; large scale painted numerals, their self-portraits and interpretations of Diwali all add interest to the environment, and provide a talking point for parents and visitors.

Staff employ some very effective teaching methods to enrich the learning environment. For example, they all use open-ended questioning skilfully to encourage children's creative thinking. They intuitively assess when to intervene and when to leave a child to solve their own problems and make decisions about what they should do next. The assessment system is highly effective in plotting children's development over time. Staff use observations, discussions with parents and tools such as the 'Development Matters for the Foundation Stage' document to assess starting points and chart progress. Each child has a unique, and thoughtfully presented, Learning Journey progress record. This illustrates

what they have done, with text and photographs, and clearly shows the next steps in learning. By regularly sharing this with parents, whose contributions are valued and included, children make very good progress towards the early learning goals. This is understood to be of great importance by the key persons, who form very strong and effective partnerships with the children and their immediate families, in terms of children's ongoing development.

Children with additional needs, or who require help from outside professionals, are identified and supported from within the setting. Close partnership working with parents and the other professionals involved ensures children's needs are met, in a timely way, to help them in readiness for school. The setting shares information about children's development with many of the feeder schools and some other early years settings. However, this is not the case for all children and other settings. Therefore, sometimes, information is lacking that contributes to the effective continuity for children's learning.

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

The well-established key person system ensures children form secure bonds and attachments to successfully promote their well-being and independence. The staff team work very cohesively to provide a stable and secure backdrop for the children's care and learning. The diversity among the range of children attending means that staff have to work at sensitively identifying where children will require help to settle, for example, children and families with little or no understanding of English. Staff deal effectively with children new to the setting or who are unsure of their surroundings. They may be disturbed at changeover times because they do not understand what is happening. Staff consistently support but do not smother the children, so they can learn to be confident, feel safe and gradually settle in.

The setting is very safe and secure, with all visitors screened and identified before they enter. All areas are risk assessed, as is any outing planned and undertaken. Children show that they understand routines and respond positively to staff when, for example, it is announced that it is 'tidy up time'. They all gladly help in sorting and tidying away the floor toys and role play toys, and are praised for their efforts.

Children are learning about how to lead a healthy lifestyle as they follow hand washing routines. The visual prompts within the hand basin area help to remind them of what to do. They can choose to play outdoors each session and competently get their coats and warm scarves and gloves on.

Children effectively learn the skills and knowledge they will need for future learning, such as pencil control, information technology skills and personal and social development, getting on in a group situation and having regard for the needs and feelings of others. They visit, or are visited by teachers from their next setting and have some visual aids such as photo books so they can ask questions and allay any anxieties before the next move. Children's knowledge of the wider world and their understanding of the local community is well-supported as they learn about children in need and celebrate a wide range of festivals throughout the calendar year. Visitors to the setting provide them with

an understanding about people who help them and raise their confidence and feelings of security.

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

The management team implement highly effective monitoring of the curriculum and staff's performance in order to ensure children are provided with a broad and balanced educational programme. Particularly effective is the observation and ongoing assessment of children to accurately close any gaps in their learning and development. This is overseen and monitored by the management team to ensure consistency. Plans to carry out the development check at age two are well in-hand and these will be completed for all children who fall into that age bracket.

Strong and securely-embedded processes for safeguarding children are followed by all staff. Support is in place for children with identified risks to their well-being, and concerns are referred and dealt with promptly as children's welfare is paramount. The safeguarding policy has been updated to ensure it meets current requirements. The safeguarding policy, along with all other policies and procedures, is available to parents to view in hard copy or online, where they can be translated for easier understanding.

Children are cared for by staff who are thoroughly screened and checked before being employed, and ongoing suitability of existing staff is assured by constant appraisal and supervision by the management team. The very strong team ethic ensures staff deployment is designed to meet the needs of children and staff are flexible and vigilant. For example, if children wish to play outside, staff ensure they support them, whilst those remaining indoors are equally able to carry on with their chosen tasks.

Management and staff share a vision and aspire to high quality care and learning for every child attending. They take account of parents' and children's views and make changes where this will be of benefit. For example, session times were extended to meet the demands for flexibility for children attending other settings such as the school nursery in the adjacent primary school, and to meet parents' work times. Plans for the future are well thought-out and realistic, for example, widening the range of resources across the setting but particularly in the outdoor area. The setting welcomes advice and support and acts on recommendations such as from the previous inspection. As a result, children's experiences are enriched and continually improving.

Partnerships with parents are exceptionally strong and the setting has a local and well-deserved reputation for welcoming and supporting children from diverse backgrounds. All documentation is presented in parents' language of choice, or strategies such as translators are used, to ensure a two-way flow of information. Regular newsletters and a prospectus ensure parents are well informed about all aspects of the setting, for example, any staff changes, current activities and events such as the upcoming Christmas presentation.

The Childcare Register

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

The requirements for the voluntary 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. 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	251699
Local authority	Suffolk
Inspection number	889798
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	28
Number of children on roll	48
Name of provider	Toybox Pre School Group
Date of previous inspection	26/11/2010
Telephone number	01473 216477

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 that are usually their 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

