

Toy Box Day Nursery

Unique reference number (URN): EY550549

Address: Daisy Road, Brighouse, HD6 3SX

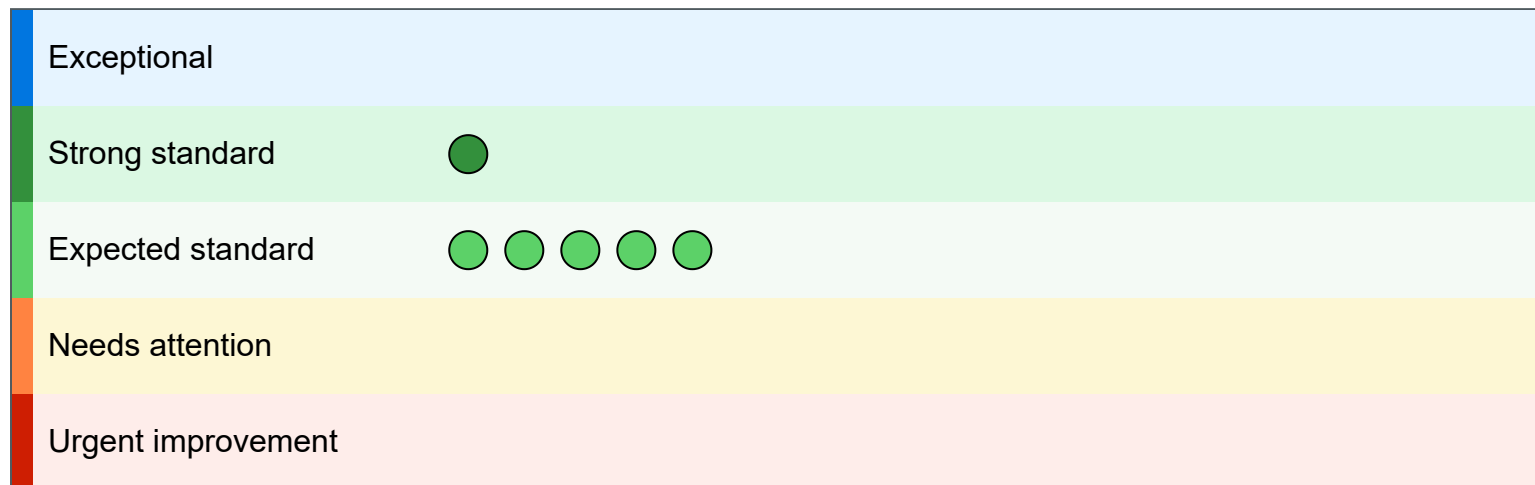
Type: Childcare on non-domestic premises

Registered with Ofsted: 18/12/2017

Registers: EYR, CCR, VCR

Registered person: Brathay Childcare Limited

Inspection report: 9 December 2025



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Inclusion is a particular strength of the nursery. Leaders and managers use regular and ongoing assessment to accurately identify children's individual needs. They use assessments effectively to monitor children's progress and plan appropriate next steps. The special educational needs and/or disabilities coordinator (SENDCo) and staff act swiftly to identify each child's emerging needs. They promptly make referrals to outside agencies when needed and quickly put plans in place. For example, staff attend specific medical training to ensure they can act swiftly should a medical incident occur. The SENDCo works closely with families, including when children need an education, health and care plan, to ensure that all children receive the support they need. They know families extremely well. This enables them to target individualised support in the setting and at home.

The SENDCo is well trained, knowledgeable and skilled in the role. They understand the needs of children extremely well. Additional funding is used effectively to support the progress of children. For example, specific resources are purchased to help support any gaps in children's development. Leaders focus training for staff to support children's individual needs. This means that children, particularly disadvantaged children, those with special educational needs and/or disabilities and those known, or previously known, to children's social care, benefit from individualised support. Staff are skilful in adapting the support they offer children. Children receive high-quality support and care.

Expected standard ●

Achievement

Expected standard ●

Staff support children to make the expected progress from their starting points across all the areas of learning. They support children's communication and language skills particularly well. They model new language and engage with children appropriately. Children become confident talkers. They join in discussions with staff and listen to their friends. Children reach appropriate goals and learn the skills they need for their eventual move onto school.

Behaviour, attitudes and establishing routines

Expected standard 

Leaders and staff have high expectations for children's behaviour. They use appropriate praise and positive reinforcement of the expected behaviours. Staff help children to learn the rules of the setting. They are positive role models and teach children how to use their manners. Staff help children to understand the impact of their behaviour on others. Children learn to play alongside their friends and take turns.

Children develop a positive attitude to their learning. Staff help them to develop their resilience and persevere with tasks. Toddlers show determination as they try to put their coats on, and older children keep on trying as they struggle to take their jumper off by themselves. Staff are on hand to support children if needed. They offer praise and encouragement when children have a go.

Leaders promote children's attendance and work closely with families when an issue is identified. Leaders share the importance of regular attendance and consider individualised circumstances when working to find a solution. Families work with the setting to improve punctuality and attendance.

Children's welfare and wellbeing

Expected standard 

Children form positive relationships with staff. Staff know children very well. They understand their wants and needs. Staff follow the individual routines of babies when they first start. They find out about their sleeping and feeding routines from parents so that they can adjust the routines to their needs. Staff meet the needs of disadvantaged children and those with special educational needs and/or disabilities very well. All children are included in all aspects of the day. On occasions when activities do not meet the specific needs of all children, staff ensure that these children are given appropriate resources, time and space to be able to take part. For example, during singing time, children who may find it difficult to sit and sing are offered the space to move around and hold resources while they listen and move to the songs. Children feel safe and secure in their care. Staff use small-group times to talk to children about how they are feeling. This helps children to understand and name their emotions.

Staff implement effective hygiene practices. Children learn to wash their hands before eating. Staff provide a range of healthy foods. Leaders consider the menus offered to children and have reviewed them to now offer a starter and main meal, rather than a pudding. For example, children enjoy vegetables and dips as a starter. Children begin to understand what foods are good for them. Older children identify that cookies have a lot of sugar and that vegetables are good for you.

Curriculum and teaching

Expected standard 

Leaders plan an ambitious curriculum for all children. They regularly review the provision and identify where further improvements are required. Action plans are clear and include training opportunities, audits and observations to strengthen practice. For example, leaders

have prioritised the development of mathematics to ensure this is of a consistently high quality. Although this is still in the early stages, leaders have a clear plan for improvement.

Staff place a strong emphasis on communication and language development. Books, stories and rhymes are readily available, and children enjoy engaging with stories and songs during the day. Staff skilfully extend children's vocabulary by introducing new words through play and discussion. For example, words such as 'shuffle', 'ripples' and 'frosty' are used during outdoor activities to enrich language.

Children's personal, social and emotional development are promoted effectively. Staff model positive behaviour and help children to build friendships. Children learn to take turns and play together. Staff promote children's physical development. Babies learn to pull themselves up on low-level furniture, while older children climb steps and use the slide confidently. Staff plan opportunities for children to develop their small muscles. Children learn to use different-sized tools for making marks. In addition, they enjoy squeezing and prodding the play dough.

Overall, staff teach the curriculum well, particularly for disadvantaged children, those with special educational needs and/or disabilities and those known, or previously known, to children's social care. Generally, staff adapt teaching to meet children's individual needs. However, high-quality, effective teaching is not yet fully consistent and embedded across the nursery. Occasionally, staff are unclear on what they intend children to learn from the activities they provide. This means that, at times, teaching does not always focus precisely on children's developmental needs and what they need to learn next.

Leadership and governance

Expected standard 

All staff benefit from a supportive leadership team. Leaders complete regular supervisions to support staff in their roles. Leaders know and understand the backgrounds of children and families that attend the setting. They know the setting's strengths and identify areas for development. When leaders identify an area for improvement, they put a clear action plan in place to ensure improvements are made. This involves training, resources and audits of the provision. For example, recent training for staff in mathematics has further enhanced this area of learning for the children. Leaders support staff to carry out their roles effectively. They could strengthen this support further to ensure staff receive more-precise training to help them develop their teaching to an even higher level.

Leaders foster a positive working relationship with parents. They offer personalised support to parents, particularly for families with disadvantaged children, those with special educational needs and/or disabilities and those known, or previously known, to children's social care. Parents comment that staff 'go above and beyond' in their support. They feel confident to leave their children in the care of staff. Leaders support children and families through the transitions to other settings. They work with local schools to explore how they can support children further to ensure that they have the skills they need for a smooth transition.

✔ **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

✔ **Voluntary Childcare Register requirements**

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children thrive in this warm and welcoming nursery. They develop their independence and a positive attitude to learning from an early age. For example, babies begin to feed themselves, toddlers persevere as they learn to put their own coats on. Older children learn to pour their own drinks and use a knife and fork. These experiences help children to gain the skills they need for the next stage of their learning.

Staff work closely with parents to understand each child's routines, preferences and individual needs, including disadvantaged children, those with special educational needs and/or disabilities and those known, or previously known, to children's social care. Staff follow the routines from home when babies first start. They spend time getting to know

children well. Staff support children to know and follow the routines of the day. Children learn where to put their bags and coats. They know what is happening next. This helps children to become confident in the setting. This approach ensures that children settle quickly and form secure, positive relationships with staff and peers.

Children engage enthusiastically in a range of activities indoors and outdoors. They strengthen their large muscles as they splash in puddles and laugh with their friends. Children explore nature with curiosity and respect. For example, they become excited when spotting a squirrel on the fence and show concern for a worm on the concrete. Staff help them to decide where to move it safely. These experiences develop children's understanding of the world and promote a sense of wonder about their environment.

Next steps

- Leaders should provide staff with more targeted supervision and coaching so they are clear on what they intend children to learn, and to develop their teaching to a consistently high level.
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About this inspection

The inspector spoke with leaders, practitioners, special educational needs and/or disabilities coordinator and parents during the inspection.

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.

Inspector:

Miriam Caldecott

About this setting

Unique reference number (URN): EY550549

Address:

Daisy Road

Brighouse

HD6 3SX

Type: Childcare on non-domestic premises

Registration date: 18/12/2017

Registered person: Brathay Childcare Limited


Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Calderdale

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 9 December 2025

Children numbers

Age range of children at the time of inspection

0 to 11

Total number of places

54

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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