

Toy Box Day Nursery

Daisy Road, Brighouse, West Yorkshire, HD6 3SX



Inspection date	28 September 2015
Previous inspection date	24 November 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff create a highly accessible, vibrant and language rich environment. Children have superb opportunities to make choices and manage self-care tasks. They develop excellent levels of confidence and independence, a positive approach to learning and are extremely well prepared for moving on to school.
- Children flourish and make excellent progress, given their starting points. Staff take full account of children's preferred learning styles, interests and fascinations. Consequently, each child's learning journal is unique and specifically tailored to them.
- There is excellent monitoring of staff's performance and identification of development needs. Staff training is precisely targeted and extensive. Consequently, children's learning, such as their creative and critical thinking, is significantly enhanced because of staff's extended knowledge and high-quality questioning and interaction.
- Staff's exemplary role modelling helps children to build strong friendships, behave extremely well and be respectful, kind and helpful to one another. Babies and young children thrive on the warm, consistent and loving relationships they have built with their key person.
- There is superior ongoing reflection through outstanding self-evaluation tools, including the participation in local authority quality assurance schemes. Comprehensive action plans are stringently monitored, resulting in the pursuit of, and maintenance of high-quality provision. There is a first-class commitment to inform and consult with parents and children.
- Staff build outstanding relationships with parents and others during the settling-in period and thereafter. As part of this, there is superior information sharing. Consequently, children's individual needs are exceedingly well met.

What the setting needs to do to improve further

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

- consider providing a greater variety of resources and sensory experiences for babies and younger children in their designated outdoor environment.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a number of joint observations with the nursery manager.
- The inspector held a meeting with the provider, nursery manager, the nursery's early years consultant and the local authority early years adviser.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a large selection of parents during the inspection and took account of their views.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is outstanding

The Early Years Foundation Stage is delivered with exceptional success. This is because of inspirational leadership and a wealth of skills, knowledge and expertise among the staff team. Safeguarding is effective. Staff have a comprehensive awareness of the extensive safeguarding policies and procedures. Meticulous records are stringently monitored, ensuring children's safety and well-being. Parents are magnificently involved in children's learning. They borrow learning resources and attend progress meetings, information evenings, workshops and training events. Booklets and displays are created from staff training, helping parents to understand and support children's learning even further. Parents make highly complimentary comments.

Quality of teaching, learning and assessment is outstanding

Staff ignite children's curiosity and their thirst and enthusiasm for learning, with a wealth of first-hand experiences. However, there is scope to extend the variety of resources and sensory experiences available to babies and toddlers as they play outside. Children are extremely motivated and eager to learn. They move freely between indoors and outdoors, with great delight and animation. They benefit from prolonged periods of uninterrupted time to play and experiment. This helps them to persevere and to remain engaged and focused as they learn essential skills for future learning. Older, more-able children show great imagination while excitedly talking about digging for treasure in the mud tray. Staff skilfully enhance and extend children's play, without taking over, and their own enjoyment and fun approach enhances children's experiences. Staff use a variety of highly effective methods to support babies' and younger children's early communication skills.

Personal development, behaviour and welfare are outstanding

Comprehensive care plans are drawn up with new parents. This helps babies and young children, in particular, feel safe and secure, as they happily explore and investigate. Children's continued sense of security is superbly fostered when moving up from the baby room or leaving for school. Children delight in doing things for themselves, such as serving their own food and proudly take turns to be helper of the day. Staff use highly effective strategies to prepare children for changes in the daily routine. Through visitors, exciting activities and the excellent provision of meals and snacks, children develop an excellent understanding of keeping themselves safe and healthy.

Outcomes for children are outstanding

There is rigorous assessment and analysis of children's starting points and the progress that both individuals and particular groups of children are making. Staff swiftly recognise and tackle any potential learning needs. Staff make excellent use of information from parents and other settings, accurately establishing what new children already know and can do. Older children are well prepared to take their first steps into school. There is an outstanding emphasis on supporting their communication, reading, writing and mathematical skills through innovative and engaging activities.

Setting details

Unique reference number	EY295976
Local authority	Calderdale
Inspection number	848825
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	68
Name of provider	Bright Beginnings Childcare Limited
Date of previous inspection	24 November 2008
Telephone number	01484 717180

Toy Box Day Nursery is privately owned and was registered in 2005. It operates from the grounds of Woodhouse Primary School. The nursery employs 15 members of childcare staff, including the management team. Of these, 12 hold appropriate early years qualifications; one at level 2, nine at level 3, one at level 5 and one at level 7. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2015

