

# Toddle - Inn Nursery

Lofthouse Way, Fleetwood, Lancashire, FY7 6ST



## Inspection date

30 July 2015

Previous inspection date

29 November 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
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff have a good understanding of the Early Years Foundation Stage. Children enthusiastically explore resources and the environment. The quality of teaching is good and children make good progress in their learning and development.
- Children's well-being is given the utmost priority. Staff have an excellent understanding of children's individual needs. Children have formed positive attachments to staff which significantly enhances their care and learning. Staff are highly skilled and sensitive in helping children develop their independence and self-assurance.
- Staff attend a range of training opportunities, such as safeguarding training. They are aware of the authorities to contact should they have concerns about a child's welfare. This has a positive impact on children as staff understand how to keep children safe.
- Partnerships with parents and other professionals allows meaningful information to be exchanged to meet children's needs. Children who speak English as an additional language and children with special educational needs and/or disabilities are thoroughly supported due to strong parent partnerships and knowledgeable staff.
- Leadership and management are strong. The management team regularly reviews and evaluates their service. The management team places a strong emphasis on gathering the views of others to inform priorities for further improvements.

### It is not yet outstanding because:

- Staff do not always consider the varied opportunities of supporting children to develop their understanding of mathematics.
- Staff are not always given regular opportunities to learn from each other and further extend their good knowledge and skills.

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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:

- enhance children's understanding of mathematics through providing even further opportunities for children to explore numbers, shapes, space and measures
- consider further ways to develop the knowledge of staff, such as by providing them with greater opportunity to share good practice and learn individual skills from one another.

### Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, health visitors, nursery staff, and the manager throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and completed a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

### Inspector

Elisia Lee

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## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff are skilful practitioners and identify children's needs through completing regular observations. They then identify children's developmental stage and plan activities that support children's next steps in learning. Staff support children's communication and language development very well and the impact of teaching is good. Staff support children through engaging them in conversation, introducing key vocabulary and asking questions to support children's critical thinking skills. All areas of learning are promoted and children are making good progress in readiness for future moves. However, at times, staff do not always consider the different ways of enhancing children's understanding of mathematics. Occasionally, some staff miss opportunities to introduce different problem solving concepts to children and do not always use key mathematical language with children. Partnerships with parents are very good. Meaningful information is shared with staff from when children first start the nursery, as staff complete home visits. Consequently, staff are well informed about children's individual needs.

### **The contribution of the early years provision to the well-being of children is outstanding**

The well-being of children is outstanding and is central to the ethos of the nursery. All children are extremely happy and well settled. An excellent key-person system is in place. Children are superbly supported during the settling-in process and as they move from room to room. Staff have superb relationships with parents which help to support children's emotional well-being. Staff give a high priority to the safety of children and support their growing understanding of how to keep themselves safe and healthy through innovative activities. For example, children undertake risk assessments of the outside play area before going out to play. Children learn to adopt healthy lifestyles through eating healthy meals and discussing how this benefits our bodies. This superbly promotes children's good health and physical well-being. Staff are excellent role models and provide clear and consistent expectations to promote positive behaviour. Exemplary partnerships with other professionals support children through times of change.

### **The effectiveness of the leadership and management of the early years provision is good**

Staff are well qualified and have a comprehensive knowledge of the Early Years Foundation Stage. This has a positive impact on teaching and children's progress. Robust risk assessments are in place to promote children's safety. The management team evaluate their practice on a regular basis, have identified key priorities for future improvements and have addressed recommendations from previous reports. This shows an ongoing commitment to improvement. The manager regularly monitors children's progress to identify and swiftly address any gaps in learning. Staff have opportunities for continued professional development through staff appraisals and staff meetings. However, there is scope to enhance this by building on opportunities for staff to share good practice and learn from one another. Partnerships with parents and other professionals enhance all aspects of children's development.

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**Setting details**

<b>Unique reference number</b>	EY296452
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	861585
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Toddle Inn Nursery
<b>Date of previous inspection</b>	29 November 2011
<b>Telephone number</b>	01253 778953

Toddle - Inn Nursery was registered in 2004. The nursery employs 22 members of childcare staff who all hold appropriate early years qualifications. Of these, two members of staff hold Early Years Professional status. The nursery opens from Monday to Friday all year round. Opening times are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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