

Inspection of Toddle - Inn Nursery and Pre-School

Lofthouse Way, Fleetwood, Lancashire FY7 6ST

Inspection date: 8 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The dedicated staff place children at the heart of everything that they do. They are aware of the impact that the COVID-19 (coronavirus) pandemic has had on children's emotional well-being. The introduction of useful 'taster sessions' are helping babies and children to gain a sense of what the nursery is like before they start. Relationships between staff and children are positive. Children are clearly very happy and enjoy their time at this safe and appealing nursery.

Staff promote children's learning and development well. They encourage babies to repeat actions, such as placing wooden lollipop sticks into small slots on a container, to build on their good physical skills. Babies observe staff intently as they wheel a toy car down a slide. They remember what has been learned and later do this independently, when staff are not close by. Younger children explore their surroundings, using equipment, such as binoculars. They quickly learn how to shift their weight accordingly when using a bike, to maintain good balance. Older children respond well to requests from staff and count objects, such as conkers, using one number name for each item. They show increasing confidence when attempting to write their name and form some recognisable letters.

The kind and considerate staff teach children that 'sharing is caring'. Children value each other. They are imaginative and recreate special events, such as a birthday party, during pretend play. Children demonstrate their understanding of the expectations for behaviour and share pieces of a birthday cake out equally between all of their friends. This demonstrates their kind and thoughtful attitudes.

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

- The inspiring manager values her whole staff team. She prioritises staff's well-being and provides them with access to resources, such as useful relaxation techniques and weekly motivational quotes. This contributes towards staff's positive energy within the nursery. Staff undergo regular supervision sessions. They source a wide range of training to extend their good knowledge and skills.
- Partnerships with parents are good. Staff keep parents informed about their children's learning and progress. They share ideas with parents, such as counting everyday items and observing numbers in the environment, to build on children's mathematical skills at home. Parents report that 'staff listen to their views and take on board their aspirations for their child's future development'.
- Overall, staff plan a broad range of fun and challenging experiences for children to engage in, that build on their knowledge and skills. For example, staff take children to nearby parks and woodland areas to teach them about the world around them. Children identify changes such as those associated with the seasons and collect a range of autumnal objects. They are eager to explore

these with others at the nursery. However, during these small group tasks, staff intervene too often and hold too many discussions about a variety of different aspects. This results in children becoming a little overwhelmed and limits their ability to lead their own learning and concentrate fully on what they are doing.

- The knowledgeable staff involve children in long-standing traditions, such as the Harvest Festival. They teach children about the value of money, when going to the supermarket to purchase healthy foods. Children willingly donate these foods to the local food banks, to help people within the community who are in need. This contributes towards the kind and considerate attitudes that children adopt.
- Staff ensure that children receive the early help and support that they need. Targeted learning plans focus on closing any gaps in children's learning. For example, staff introduce interactive songs and rhymes, such as 'Row, Row, Row Your Boat', to help to develop younger children's social skills. Younger children demonstrate their enjoyment through actions, such as laughing. They gain the ability to maintain eye contact with others for short periods of time.
- The well-qualified staff place a sharp emphasis on supporting children's communication and language development. They model new words, such as 'shake' and 'jump', for babies to repeat, to extend their vocabulary. Staff encourage older children to talk about events, such as Halloween. Children who speak English as an additional language are supported well. For example, staff draw upon the knowledge of bilingual staff within the nursery and communicate a range of key words and phrases in children's home languages during play.

Safeguarding

The arrangements for safeguarding are effective.

The manager creates a culture of vigilance across the nursery. She recruits staff safely and ensures that all staff have a good understanding of their roles and responsibilities. Staff complete a broad range of safeguarding training. They have a good knowledge of child protection procedures and work closely with other agencies to protect children from harm. Staff ensure that areas, such as the garden, are safe for children to access. They check the registers of attendance at regular intervals, such as before and after outdoor play, to ensure that children remain accounted for at all times. Babies and children are carefully monitored during sleep routines. Potential risks, such as those relating to fire, are identified and minimised.

What does the setting need to do to improve?

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

- strengthen staff interventions during small group experiences and provide more ways for children to explore freely and lead their own learning, to help them to become deeply involved and sustain higher levels of concentration.

Setting details

Unique reference number	EY296452
Local authority	Lancashire
Inspection number	10207180
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	82
Name of registered person	Toddle Inn Nursery
Registered person unique reference number	RP911239
Telephone number	01253 778953
Date of previous inspection	3 December 2018

Information about this early years setting

Toddle – Inn Nursery and Pre-School registered in 2004. The nursery employs 19 members of childcare staff. Of these, 15 hold appropriate qualifications at levels 2, 3, 4 and 6, including the manager who holds qualified teacher status. The nursery operates all year round, Monday to Friday, from 8am to 5.30pm, with the exception of bank holidays and two weeks over the Christmas period. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the manager.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a meeting with the manager.
- A sample of documents were viewed by the inspector. These included evidence of the suitability of staff, a record of staff qualifications and training, policies and procedures and health and safety records.
- The inspector spoke to a number of parents and took account of their views.

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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