



Inspection Report

Toybox Day Nursery

**Coleg Cambria
Kelsterton Road Connah's Quay
Deeside
CH5 4BR**

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh



Date Inspection Completed

08/11/2022

Welsh Government © Crown copyright 2022.

You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk
You must reproduce our material accurately and not use it in a misleading context.

About Toybox Day Nursery

Type of care provided	Children's Day Care Full Day Care
Registered Provider	Coleg Cambria
Registered places	106
Language of the service	English
Previous Care Inspectorate Wales inspection	Manual Insert] 14 February 2018
Is this a Flying Start service?	Manual Insert] Yes
Does this service provide the Welsh Language active offer?	This service is working towards providing an 'Active Offer' of the Welsh language and demonstrates a significant effort to promoting the use of the Welsh language and culture.

<u>Well-being</u>	Excellent
<u>Care and Development</u>	Excellent
<u>Environment</u>	Excellent
<u>Leadership and Management</u>	Excellent

For further information on ratings, please see the end of this report

Summary

Children’s wellbeing is thoughtfully considered and is central to the care and support provided. Children are very happy and relish in their play and learning experiences. They learn respect and interact cooperatively with others, learning to share and show compassion. Children develop a range of skills through the creative and exciting opportunities available.

Staff provide care that promotes children’s wellbeing and ensures they are safe and secure. They interact positively with children, supporting and encouraging them to be respectful and enjoy their experiences. Staff successfully provide chances for children to develop a range of skills through interesting and exciting opportunities. They are excellent at identifying and making the most of learning opportunities that arise.

The environment is safe and secure with regular and suitable checks completed. People who run the setting have created a lovely environment that is very much based on children’s needs, comfort, and learning. It is equipped with resources that inspire children and help them become curious learners.

People who run the setting have a good understanding of the care they provide, and this is reflected effectively in the policies and procedure. The dedicated team of staff are managed well, ensuring children are provided with the best care possible. Self-evaluation is embedded in practice and used effectively to make positive improvements that benefit the children.

Children's happiness and wellbeing is central to the setting. They have a strong voice and make confident decisions. Children express themselves clearly and positively, knowing they will be listened and responded to with care and respect. Children have a say in how they spend their time, and their interests and ideas are thoughtfully considered by staff during planning and when organising activities and resources for free play. Children express themselves using various forms of communication including verbal and non-verbal cues. For example, a baby moved towards the climbing apparatus expressing they wanted to go on it, staff responded and helped them to climb up.

Children are settled and show real happiness as they play and learn. They have positive relationships with staff that ensure they are happy to approach them for comfort, support or to request to play alongside them. Children move freely around the environment, happily choosing where and what to play. They know the routines, helping them to feel relaxed and secure. For example, those children that had a sleep in the afternoon, happily and independently found their beds and any comforters and lay down for a sleep after their lunch.

Children are respectful to each other, cooperatively sharing space and resources and showing concern if a child is upset or hurts themselves. They interact well and their smiles and laughter evidence their enjoyment and pleasure as they play together. For example, two children loved playing with a little bit of water they had put on the table. They used water, sand, and chalks to make different patterns and were curious as the sand changed colour because of the chalks.

Children can follow their interests and show great pleasure as they take part in an activity. They enjoy what they do and happily share their experiences. For example, a child was keen to show us the picture of fireworks they were creating using a bingo dabber. They confidently chose which colour they wanted and explained the fireworks were like the ones they had seen recently. The child developed their problem-solving skills as the wind kept blowing the paper, so they tried to keep one hand on it as they drew.

Children have access to lots of different resources, activities and learning opportunities that support them to develop a range of skills. They took measured risks and developed their physical skills as they built an obstacle course out of milk crates and planks of wood. Children's independence is actively encouraged, and they happily try things for themselves before asking for support. They access resources they want and know they can use items from other areas to enhance their play and learning. For example, children were able to take some play dough into the home corner so they could make some pretend food.

Care and Development

Excellent

Staff implement the effective policies and procedures consistently, ensuring children are safe and secure. Staff have up to date safeguarding training and those we spoke with were able to say the correct procedure they would follow if they had concerns about a child. Regular fire drills are conducted so staff and children know the procedure to follow in an emergency.

Good hygiene practices are embedded in the daily routines, this helps to prevent cross contamination. For example, tables are cleaned regularly, and staff wear aprons when serving food. Staff make sure children have access to water throughout the day, so they remain hydrated and nutritious food options are provided for snack and lunch times. Staff understand the importance of giving children opportunities to be active and get fresh air. They ensure children have regular opportunities to be outside and provide resources and activities the children want to take part in. For example, a group of children really enjoyed following a member of staff around as they went over and under the different items of play equipment.

Staff have a lovely, caring manner with the children. They respect them, treat them fairly and with kindness. They use engaging tones and show genuine affection when supporting children. Staff share stories and songs enthusiastically, which encourages the children to listen and take part in any actions. Staff sit at the children's level and engage well in their play. For example, when playing with the animal teddies, staff were talking about them and the noises they make.

Staff make the most of in the moment planning and activities. They effectively identify current interests, through their knowledge of the children and input from parents. They successfully use observations to identify what children did and possible teachable moments. For example, whilst staff were filling up a water tray, a child started to use a small container to put water in to transfer it. They were then provided with a larger container to use. Possible areas for future development are identified well by staff and these are then considered in planning. For example, when wanting to support children with their listening skills, they use physical activities outside as they play games where they run around and have to listen to instructions. Staff have a good understanding of how to support children's learning and are excellent at identifying and making the most of learning opportunities that arise. For example, when a spider was found on the floor, staff encouraged children to look at it and started singing 'incy wincy spider'.

Environment**Excellent**

People who run the setting ensure staff follow appropriate measures to keep children safe. Risk assessments are completed regularly, and daily checks conducted to ensure any new hazards can be identified and managed well. Access is effectively controlled to prevent unauthorised persons entering or children being able to leave unsupervised. The outdoor area is safe as it is surrounded by secure fencing. Appropriate checks are conducted to ensure equipment such as fire safety resources are fit for use. Visitors are recorded so this can be referred to when needed.

People who run the setting have created an environment that is inviting and welcoming for the children and visitors. All areas are well maintained and decorated in a way that creates a warm and welcoming atmosphere. Indoors is light and bright with children's work attractively displayed, giving them a sense of pride, and belonging. The environment is inspiring and encourages children to learn, play and be independent. Improvements to the outdoors has made the space exciting and somewhere where children want to play and explore. Children thoroughly enjoyed taking measured risks as they balanced and climbed. Physical skills can be developed as children run, ride bikes, and enthusiastically play. For example, riding their bikes over the bridge and using the ramp to roll the balls down.

The environment is equipped with age-appropriate resources that inspire children and allow them to follow their interests. Areas of learning are effectively created to support children's imagination and play experiences. For example, the home corner has real saucepans and utensils for children to use. All resources are well maintained and of good quality. People who run the setting ensure the rooms have suitable resources appropriate for the ages and stages of development of the children. The availability of natural materials enhances children's enjoyment and curiosity to play and learn. For example, sand and water play is freely available for the children to access. Children enjoyed adding water to the sand so they could try and build a sandcastle. All areas have suitable facilities, including toilets and sinks and the furniture is child sized so children can be independent and comfortable.

Leadership and Management

Excellent

The setting has a statement of purpose that is informative and meets requirements, enabling parents to make an informed decision before using the service. People who run the setting are dedicated to providing positive care through the excellent service they have developed. Policies and procedures are up to date and reviewed regularly to ensure they are relevant to the setting and meet requirements. People who run the setting have a good knowledge of what is expected of them and consistently ensure minimum standards are not only met but exceeded. They play an active role in the day to day running of the setting, ensuring they can effectively monitor the care being provided.

People who run the setting use effective self-evaluation procedures to gain opinions from children, parents, and staff. Each room is evaluated, and improvements are identified and planned for, so the setting is consistently moving forward and making positive changes that benefit the children. For example, creating a separate area outdoors that is accessible directly from the baby room and specifically equipped for the children in that room.

People who run the setting have a dedicated team of staff who support each other and provide the best care they possibly can for the children. They work exceptionally well together, understanding their roles and responsibilities so the day runs smoothly. Staff we spoke with said they enjoyed their work and felt supported by people who run the setting. Staff have regular supervisions and appraisals ensuring training needs are identified and information shared effectively. People who run the setting have a very robust recruitment programme in place. This ensures all staff have the appropriate training, experience and checks needed to show they are suitable to care for children. There is an effective induction procedure conducted so new staff are fully aware of policies, procedures, routines and what is expected of them.

Positive relationships are developed with parents. Information about their child's day, development and experiences are shared effectively through an online app. Coffee mornings and open days are held so parents can visit the setting and experience the activities and resources children have access to.

Recommendations to meet with the National Minimum Standards

None

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
------------	---------	--------

N/A	No non-compliance of this type was identified at this inspection	N/A
-----	--	-----

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

Date Published 13/12/2022