

# Toye Box Early Years Centre

Maurice Toye House, 27 Middle Hill, Aldershot, GU11 1PL



**Inspection date** 21 November 2016  
Previous inspection date 2 October 2013

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children form strong bonds with the friendly staff and they settle quickly. Children are encouraged to do things for themselves. They become confident and very independent.
- Staff provide interesting and varied activities that children thoroughly enjoy. Staff encourage children to think creatively and develop their own ideas. Children are enthusiastic learners and make good progress in all areas of their development.
- Children behave extremely well. They listen carefully, follow instructions and are kind and considerate to each other.
- Staff support children's learning well, especially their speech development. Children become confident speakers, including those who are learning English as an additional language.
- Staff keep parents well informed of their children's progress and how they can support this at home. Partnerships with others are well established to make sure all children receive the help they need.

### It is not yet outstanding because:

- The guidance and coaching of staff are not rigorous enough to ensure teaching is consistently of a very high quality.
- Managers and staff do not make the most effective use of assessment information to identify the differences in the progress that groups of children make and any gaps in learning so they can be closed rapidly.

## What the setting needs to do to improve further

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

- develop further the monitoring and supervision of staff to review more precisely the impact of teaching on children's learning, to help raise the quality of teaching to a consistently high standard
- develop further the monitoring of children's learning and development so that any differences in the progress that groups of children make are swiftly identified and gaps in learning are closed rapidly.

### Inspection activities

- The inspector observed a range of activities indoors and outdoors for all ages of children across the pre-school.
- The inspector held discussions with the management team. She spoke to children, staff and parents throughout the day and took note of parents' views.
- The inspector sampled a range of documents and policies, including those for safeguarding children, records of staff suitability checks, self-evaluation documents and information relating to children's progress and how this is assessed.
- The inspector and the manager observed an activity together and discussed the impact of teaching on children's learning.

### Inspector

Rachel Edwards

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers ensure all staff attend regular training at a more advanced level, so they are confident about what to do if they have concerns for a child's welfare. Recruitment and induction processes are rigorous to help staff understand their roles and responsibilities. Managers reflect accurately on the provision. They recognise that they do not make best use of monitoring systems. To address this, they have recently introduced systems to give more prompt and detailed information, although these are not yet fully embedded. Managers attend a professional network in the locality to share expertise. This has a positive impact on outcomes for children. Managers meet with staff from the school most children will attend and discuss how to prepare children even better for school, such as introducing the same phonics programme.

### Quality of teaching, learning and assessment is good

Children are immersed in their play. Staff use rich and varied resources to capture their interest. For example, two-year-olds are enthralled by the 'jewels' they find buried in a tray of oats. Real vegetables in the home corner add extra interest as children peel and 'cook' them. Staff accurately track children's development. They know the children well and plan activities to help each child progress. They adapt activities successfully for different abilities. For example, they encourage the most-able children to use large numbers and count in tens. Staff encourage children's curiosity and problem-solving skills. They encourage children to experiment with making boats and finding different ways to make them move. Staff help children hear words clearly as they break them down into their different sounds. Staff prepare children well for their early reading skills.

### Personal development, behaviour and welfare are good

Children develop good social skills. Staff help them become aware of their own and others' feelings so they learn to manage difficult emotions. Children gain a good understanding of the importance of making healthy choices. They play energetically, often in the interesting garden where they climb, balance, dig and pedal. Young children learn to control their movements as they enjoy playing skittles. Older children learn to make friends and play imaginatively, for example, as they invite others to be 'superheroes' or to cook in the mud kitchen.

### Outcomes for children are good

Children develop the skills they need to be ready for starting school. They are polite and friendly. They express their ideas confidently while valuing the opinions of others. They persevere with difficult tasks and find new ways to do things. They develop the physical skills they need in preparation for writing and enjoy making marks in different ways. They use their growing understanding of numbers, shapes and measurements in their play.

## Setting details

<b>Unique reference number</b>	EY447664
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1062635
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Aldershot Garrison Pre-School Settings
<b>Registered person unique reference number</b>	RP531671
<b>Date of previous inspection</b>	2 October 2013
<b>Telephone number</b>	01252325307

Toye Box Early Years Centre pre-school registered under private ownership in 2013. It is one of four settings owned and managed by the trustees of Aldershot Garrison Pre-school Settings. It operates from the Toye Box Early Years Centre, which is situated on Ministry of Defence property in the garrison town of Aldershot in Hampshire. The pre-school is primarily for children of serving forces personnel, although some places are offered to children whose parents are not in the serving forces. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It is open each weekday from 8.30am until 3pm during term time only. The pre-school employs 15 members of staff, nine of whom hold relevant early years qualifications to at least level 3. These include the manager, who has a foundation degree in early years, and one member of staff who is a qualified teacher.

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