

Toad Hall Nursery (Haslemere)

Inspection report for early years provision

Unique Reference Number	120283
Inspection date	30 March 2007
Inspector	Maureen Croxford
Setting Address	Chestnut Avenue, Haslemere, Surrey, GU27 2AT
Telephone number	01428 654117
E-mail	haslemere@toadhall-nursery.co.uk
Registered person	Carerom Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Toad Hall Day Nursery is one of 15 nurseries run by Careroom Ltd. It opened in 1999 and operates from a former Victorian school, which has been converted for use as a day care facility. It is situated in Haslemere in Surrey. There are five classroom areas, a dining room and a large main hall in the centre of the building that is used for a range of physical play activities. There are two outdoor play areas, one with a hard surface and one with grass. Children are accommodated in age related groups with appropriate toilet and nappy change facilities. All meals and snacks are prepared on site in the nursery's kitchen. The nursery serves families from the local community and surrounding villages.

A maximum of 71 children may attend the nursery at any one time. The nursery is open each week day from 08.00 to 18.00 for 51 weeks of the year, excluding bank holidays. There are currently 64 children aged from three months to under five years on roll, this includes 22 children in receipt of educational funding. Children attend for a variety of sessions. The setting has procedures in place to care of children with learning difficulties and /or physical disabilities or who speak English as an additional language.

The nursery employs eight full time and four part time members of staff, six of the staff hold appropriate early years qualifications. The setting receives support from a mentor from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The health of the children is fostered across the whole of the provision. They learn to follow good hygiene routines as staff explain the reasons for washing hands before meals and after using the toilet. Cross contamination is minimised, for example, staff wear gloves and thoroughly clean mats after changing nappies. Children use tissues to wipe their noses and dispose of them properly. Their good health is promoted as staff implement the provision's well-written health and safety policies, and reinforce the children's understanding about why these are necessary.

Children are protected from the spread of infection and their best interests are put first if they become ill while at the nursery. The health of the children is promoted as the accident and medication records are well maintained with all required aspects correctly completed and signed by parents. Most staff hold current first aid certificates and children are cared for appropriately if they suffer an accident. A designated member of staff checks the first aid boxes regularly.

Children benefit from and enjoy healthy snacks and meals provided by the setting, which the older children serve themselves. They are also learning about healthy eating through well-planned topics and discussion. Timetables show snack times as purposeful periods and time is planned for children to enjoy their food and drinks as social occasions. All staff who are responsible for the preparation and handling of food hold food hygiene certificates and wear appropriate clothing, for example, disposable aprons. They protect children as they ensure all food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

Children develop a positive attitude to physical exercise. They benefit from the very well planned play in the large hall and the fully enclosed garden areas. Staff create opportunities for children to enjoy a suitable range of physical equipment such large climbing equipment and sit and ride toys. All children are developing very good spatial awareness, both inside and outside, as they move around the setting with confidence. Staff have a good understanding of how young children develop, which contributes to their good health and physical development. Children are beginning to recognise that they are thirsty after physical exercise and all children are encouraged to drink water and sit down after exerting themselves.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment that is spacious, bright and airy. They are divided into age groups that ensure that they have access to appropriate equipment and facilities to meet their developmental needs. Good security systems are in place, which contribute to the children's safety in the setting. Safety features such as a coded entrance system, a locked front door and secure, fully enclosed garden areas ensures that children are unable to leave the premises unsupervised. Children and parents feel welcome as staff greet them as they enter the provision. Staff value the children's achievements as they display their artwork and photographs in all areas of the nursery.

Play areas are large enough to give scope to allow free movement and children move confidently and safely. Staff are well deployed and can clearly see the children, as the rooms are well organised. Good provision is made for children to relax, play quietly or sleep. These areas are equipped with appropriate furniture suitable for the stage of development of the children.

A wide range of suitable toys and play materials are available to provide stimulating activities and play opportunities for the children in all areas of the nursery. These are appropriate for the ages and individual developmental needs of the children. All toys are in good repair and safe for children to use.

Staff carry out regular risk assessments of the premises and equipment to minimise identified risks to children. They are trained to have an understanding of health and safety requirements for the environment in which they work. Most areas are very safe. However, the fencing in a garden area has some sharp edges that are a hazard to children. Excellent procedures for the emergency evacuation of the building are in place and are fully understood by all staff. Children are learning to keep themselves safe by participating in regular fire drills.

Children are able to access their own resources with ease and in safety, as all toys and equipment are stored in low-level cupboards. They learn to keep themselves safe as staff ensure they discuss the provisions rules with them. For example, when a younger child climbs on the climbing equipment staff remind the children to be careful and to sit down when sliding down.

Children are very well protected because staff fully understand their role and responsibilities in safeguarding children. All staff attend child protection training through their induction and external training, and are fully aware of the need for confidentiality. The manager is the designated person and appropriate procedures are put into practice when necessary. Staff understand the importance of confidentiality. Very clear procedures are in place with regard to allegations of abuse made against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies are cared for by a team of qualified and experienced staff, who have a good understanding of their individual needs. All staff are involved in planning a wide variety of exciting activities all children. They have a sound understanding of child development, which ensures that the experiences that are provided for children are exciting and suitable. They use the Birth to three Matters framework to enhance the quality of experiences offered to children. Staff monitor and record the progress made by all children. They use this information when planning, taking into account the children's achievements. Parents receive information about Birth to three Matters and this is complemented by displays in the base rooms.

The children are enthusiastic and self-assured in the provision's warm and welcoming environment, for example, when singing in a group, they clap and cheer each other. They are provided with many opportunities to explore a wide range of textures and media, such as paint, cornflour, baked beans and tomatoes, and dough. Children are becoming competent learners because staff encourage them to try new activities in a supportive environment. They enjoy sharing books with their peers and staff. Babies and young children gain from the enthusiasm of staff who interact with them well, through eye contact, conversation and cuddles. Children benefit from information shared between home and nursery, which helps to secure children's sense of belonging.

Nursery Education

The quality of teaching and children's learning is good. The manager and staff are qualified and experienced, and use their understanding of the Foundation Stage to plan an exciting curriculum. Children make good progress towards the early learning goals because the effectiveness of the planning. However, some staff would benefit from further training of the Foundation Stage of learning.

The manager helps the staff plan activities that are clearly linked to the stepping stones. This ensures that children enjoy many stimulating activities and experiences covering all areas of development. Staff are well deployed and make good use of the available equipment and resources. They have realistic expectations of children's abilities, as they know the children in their key worker groups well and adapt activities to suit their individual understanding. Staff allow children to enjoy independent play but offer support when required to aid their learning. The provision has good procedures in place to support children with learning difficulties enabling them to make good progress towards individual targets.

Children are interested in their activities and show good levels of concentration, for example, when painting greetings cards. They settle quickly in the provision, which enables them to be receptive to learning. Most activities and resources are easily accessible to children, which allows them to make choices about their play and develop their independence. Children play well together and develop very good relationships with staff and their peers. They co-operate with each other, sharing equipment, listening to, and valuing each other's ideas. Two three-year-olds enjoy playing together in home corner which is set out as post office and share the use of the till and money. They talk about the cost of the parcels they want to send. Children's behaviour is good and they are encouraged by staff to have concern for each other.

Children practice early reading and writing skills using a wide range of media. They have access to a broad range of books, both fiction and reference. They visit the reading area freely and share books they know well and enjoy. They are able to sit and listen to stories that are well read by staff. Most children understand that print carries meaning and is read from left to right. Staff extend their vocabulary, which results in children exploring the meaning of words. Good use is made labelling throughout the provision and most children are able to recognise their written names. Staff use planned activities to help to develop the children's language skills.

Staff encourage children to count in many of their activities, such as counting the number children in the class and simple number rhymes. They use appropriate language to describe shape, position and compare size, such as under, over, bigger and smaller. Evidence shows that they receive opportunities to weigh and measure, for example during cooking activities. They are beginning to solve simple problems during everyday activities.

Children receive opportunities to develop their understanding of the local community and people who help us, such as visits from the fire brigade. They are confident to talk about their home lives and enjoy looking at photographs of previous activities, demonstrating an understanding of past events. Children are developing their mouse and keyboard skills as they regularly use the computer and other simple electronic toys.

Children are confident when using large equipment for climbing and balancing and demonstrate good hand eye co-ordination. They are learning to peddle sit-and-ride toys safely. Their manipulative skills are developing well and they successfully use a wide range of tools and materials in the many creative activities offered, including scissors, pencils and paintbrushes.

Evidence suggests children receive many opportunities to explore texture, colour and shape, through paint, wet and dry sand and water play. They are able to use their imagination in creative activities, such as art, music and role play.

Helping children make a positive contribution

The provision is good.

Staff plan and provide a meaningful range of activities and resources to promote a positive view of the wider world. They increase the children's awareness of diversity and their understanding of others. The nursery staff take children on walks in the local area, for example, to the post office which helps to develop their understanding of the local environment. Visits from people who help us, such as the fire brigade, help children to gain a good awareness of people in the community.

Staff ensure that all children are included in the activities which develops their self-esteem and sense of belonging. They are respected and valued as individuals by staff, who meet their individual needs well. Procedures are in place, which ensure that the needs of children with learning difficulties, physical disabilities or for whom English is a second language are met.

Children behave well and staff help them to understand why some behaviour is not acceptable, such as running in the nursery. Children know what is expected of them and good behaviour is praised and rewarded. Behaviour management strategies include explanation and distraction.

The partnership with parents and carers is good. All children benefit from the very strong partnership between staff and parents. They share information informally on a daily basis as staff make time to talk to parents. They also meet regularly with parents to discuss the children's development and progress. Newsletters and notice boards in all areas of the nursery give up-to-date information. Policies and procedures are readily available to parents. Regular meetings are held between staff and parents to discuss the children's progress. A comprehensive complaints procedure is in place for parents to make known a concern to the provider. This is a positive approach. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Most staff hold appropriate childcare qualifications, and have experience of caring for children. They offer children high quality opportunities, which are rooted in their expert knowledge of childcare and development. Staff deployment is excellent and they have a very clear understanding of what is expected of them on a daily basis, helping to promote positive outcomes for children. They see self-development as very important and are keen to attend further training. Systems such as staff appraisals are in place and regular team meetings are held to ensure that the needs of the children and staff are met.

The on-going training, both in-house and external, contributes to the children's development, health, safety and well-being. Children benefit and make good progress in their learning due to the good knowledge of the staff who extend activities naturally. All legally required documentation is in place and shared with parents, including children's and staff records, register, accident and medication records.

The leadership and management of the nursery education is good. The management team have an excellent understanding of the requirements of the registration and inspection process.

They offer strong support to staff and parents on a regular basis. The quality of teaching is regularly observed and monitored. All aspects of children's well-being and learning are evaluated and areas for improvement are identified and acted on. The management and staff are committed to the improvement of the provision.

The setting meets the needs of the range of the children for whom they provide.

Improvements since the last inspection

Since the last inspection, the nursery management team and staff have addressed the recommendations that were made.

They were asked to ensure that all children throughout the nursery have equal access to resources that reflect positive images of diversity. Children have access to a wide range of toys and resources that promote positive images of different cultures and people from other nationalities. Posters are displayed in all areas of the nursery and planning shows many activities to promote equality of opportunity for all children.

The nursery was asked to ensure that parents are always asked to sign the medication record and that children's hours of attendance at the nursery are always recorded. Children are protected because the medication record is up to date and signed by parents. The record of attendance clearly shows the children's times of arrival and departure and staff are aware of their responsibilities to keep records up to date.

They were asked to improve existing arrangements for monitoring the risk assessment and undertake regular checks to ensure safety of the outside play area, the safety and cleanliness of some toys and the safe storage of some equipment in areas used by children. The manager has implemented a thorough risk assessment and staff use this daily throughout the nursery to ensure that children are kept safe.

The nursery was asked to review and improve existing arrangements for ensuring safety and good floor hygiene practices in the baby room and ensure that babies' bottles are always labelled. Staff ensure that all areas of the baby and toddler rooms are very clean and safe for children. All bottles and feeding cups for babies and young children are clearly named to ensure that children are protected.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that boundary fences are made safe and do not pose a risk to children.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide additional opportunities for staff to further develop their understanding of planning with regard to the Foundation Stage of learning and the use of children's profiles.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk