

# Toad Hall (Goldsworth Park)

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY229741
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<b>Registered person</b>	Careroom Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Toad Hall (Goldsworth Park) is one of 15 nurseries run by the Toad Hall group. It opened in 2002. The nursery operates from a self contained building in Goldsworth Park near the town of Woking in Surrey. Children are accommodated in age related base rooms and have access to a secure enclosed outdoor area. The nursery serves families from the local community and surrounding areas.

The nursery is open each week day from 08:00 to 18:00 for 51 weeks of the year. Children may attend for a variety of sessions. It is registered to care for a maximum of 59 children under five years of age at any one time. There are currently 90 children from five months to four years on roll, of whom 25 are in receipt of funding for nursery education. The nursery welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language.

A total of 20 members of staff work at the nursery. Of these, 12 hold appropriate early years qualifications.

The nursery receives support from the Early Years and Childcare Service. In 2005, Toad Hall Nursery Group was reassessed against the Investor in People standard and found to continue to meet the requirements of this standard.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are accommodated in premises that are clean, comfortable, and well maintained. They benefit from the mostly very effective practices that are in place to minimise the spread of infection and ensure good hygiene. These contribute to the protection of everyone. For instance, resources used by children are cleaned or sterilised on a regular basis and they are provided with their own individual bedding; tables and the surrounding area are cleaned before and after children eat and staff follow good procedures when changing children's nappies by wearing disposable gloves and aprons and ensuring changing mats are cleaned between each use. No outdoor shoes are worn in the baby unit where young children are sitting and crawling around on the floor and some children in other rooms also wear indoor shoes or slippers. Parents are fully informed of the setting's illness policy and notices advising them of outbreaks of infection are displayed prominently. Some staff do not however, always respond promptly when children have runny noses, which counteracts other positive measures a little. Children learn about the importance of good hygiene through consistent daily routines. Older children are independent in their self-care skills. They routinely wash their hands after using the toilet, after messy play and before and after eating. They understand why they need to wash their hands as they talk about germs. Younger children are developing self-help skills with the support of staff. The display of relevant posters in the bathroom area acts as a useful visual reminder to children of the need to wash their hands.

All meals and snacks are prepared daily on site. These follow a seasonal menu and consist of a varied, nutritious and healthy range of items which meet children's dietary requirements and which have regard for parents' preferences. Consideration is given to children's individual stages of feeding and appropriate food is provided to meet this; for example, babies who are being weaned are started off on pureed fruit and vegetables and move onto the main nursery menu when they are ready. Meals look and smell appetising and children seem to enjoy them. Food is provided in sufficient quantity to enable children to eat their fill. Children's social skills are fostered as they sit together to eat; staff sit alongside them, they engage in conversation and offer support as necessary; for instance, by helping younger children to feed themselves. Parents are required to provide ready made bottles for babies; these are labelled and stored appropriately to ensure they do not pose any health risk. Older children within the nursery are able to access drinking water as and when they wish which ensures they do not become dehydrated, whilst younger children are offered drinks regularly throughout the day. The daily menu is displayed so parents are aware of what their children will have to eat and they are informed when they collect them of how much they have eaten.

Children have opportunities throughout the day to be both active and to rest, which benefits their overall good health. Babies have a separate enclosed outside play area, comprising of a soft safety surface and staff aim to take children out twice a day, weather permitting. Older children share a large garden area, again enclosed, comprising of an area of soft safety surface and grass. Different age groups utilise the garden at different times during the day. Children have ample space to run around and be energetic; they develop their skills as they explore the different apparatus available to them. Children are sometimes taken out for walks around the

lake, which enables them to start to develop familiarity with the local environment. On occasions they visit the adjacent soft play centre when this is not in use by members of the public. Parents also have the option of enrolling their children in an extra-curricular 'Fit and Fun' physical education and sports session.

Babies sleep in warm, comfortable surroundings; their safety and well-being is assured as staff physically check on them every five minutes as well as using a baby monitor. Older children mostly have a sleep or rest time after lunch, if necessary. They are helped to settle as staff sit alongside them, rubbing their backs to soothe them. Those children who do not want or need a sleep remain in their base rooms at this time, engaging in quiet activities.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The nursery occupies purpose-built premises that are bright and well decorated with good levels of natural light. The display of children's artwork and other pictures throughout all areas helps to create a warm and welcoming environment for everyone and adds to children's sense of belonging. Children relax and play in their own base room. Most risks of accidental injury are minimised because a full risk assessment is undertaken and staff complete daily safety checks of all areas. At the time of inspection, a drain cover was missing in the main garden area although this has been identified as an area for attention in the nursery's maintenance report and a household item in one of the treasure baskets in the baby room was unsafe. Appropriate safety features such as the use of stair gates, guards for heaters, door control buttons and both high and low level handles mean that children can move around freely and safely, are unable to leave the premises and cannot access potentially hazardous areas, such as the kitchen. Staff supervise children carefully; they escort them to the bathroom area and frequently conduct headcounts; for example, when children are playing outside.

Security precautions are very good and contribute effectively to children's overall safety. External doors remain locked and staff control access. An intercom and video surveillance system is in place which means that staff are able to check who is present before they admit them to the premises. There are effective procedures to ensure children are only handed to authorised carers; a password system is in place and staff check arrangements with parents if they are unsure about allowing a child to leave.

Fire evacuation procedures are displayed prominently in all areas of the nursery and appropriate fire safety measures are in place; these include the provision of evacuation cots for babies and younger toddlers. Each room has a fire bag which they always take outside with them; this includes items they may need to meet children's needs. Fire drills are conducted regularly and information about the length of time it took to evacuate the premises is displayed for parents to view. Staff are very secure in their understanding of the procedure to follow and where the assembly points are, as are most students currently on placement at the nursery.

Children learn how to keep themselves and others safe with the support of staff. For instance as they talk to them about the importance of not running indoors and explain how to hold scissors. Older children are involved in checking the garden area when they go out to play; this is a popular task and one which children are keen to sign up for when they complete the helper board each morning. Older toddlers have taken part in an activity about road safety and there is a display pertaining to this in their base room. Children are provided with a broad range of age appropriate play materials and can access many of these as they are placed in low level

units around the rooms. Low level chairs and tables and other equipment means that children can sit, eat and play safely.

Children are protected from harm because staff display a secure understanding of child protection issues. They are aware of possible signs and symptoms of abuse and neglect and the procedure they must follow if they have any concerns. Most members of the staff team have attended relevant training, and information about safeguarding children is easily accessible on site. Parents are notified of the nursery's responsibility in respect of child protection.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Most children arrive happily and separate easily from their parents and carers. They are warmly greeted by the adults caring for them and invited to come in and play. Those children who are a little distressed are picked up and cuddled to reassure them. Children are at ease with the adults caring for them, and approach them freely. Babies feel secure with their carers. They enjoy being cuddled and respond with smiles when they are spoken to. Staff are attentive and spend lots of time talking to them; for example about what is going to happen, such as the need to change a nappy or to put on their coats so they can go outside. Thus, they include young children in decisions that involve them. Younger toddlers respond with delight and dance when staff play music for them and they enjoy exploring musical instruments and playing with water. They sit and sing whilst they are waiting for lunch to arrive, although on the day of inspection, a delay in the arrival of lunch did result in them sitting at the table, waiting for rather a long time. An interesting selection of natural and everyday resources are easily accessible for younger children to explore. This is supplemented by a lovely textures board in both the baby and younger toddler rooms. Older toddlers enjoy listening to a story and making hissing noises in response to being asked what noise does a snake make. They build towers with mega blocks' and enjoy playing with the dolls. These children are encouraged to help themselves and one another; for example by handing out cups and helping themselves to a cracker at snack time.

Staff sit alongside children and support their play although they do not always extend this, and the presentation of some activities in terms of the resources provided results in missed opportunities. For instance, children have access to a chalk board which is just at the right height for them but there are no chalks provided. Children are able to use their senses as they play with a tray of sawdust; they are provided with a couple of plastic animals to use in the tray but nothing further. Staff working with under threes have regard for the Birth to three framework of good practice when planning the activities and experiences they offer children. They monitor their achievements and progress and identify the next steps in children's learning. However, a sampling of children's progress records shows that currently these are not all up to date.

### **Nursery Education**

The quality of teaching and children's learning is satisfactory. The pre-school room has been rearranged to offer opportunities for children to explore resources that cater for all areas of learning and to access many of these independently. Good use of labelling around the room aids children's awareness that print carries meaning. There have recently been some changes to the staff team working within the pre-school room and practice is developing. The room leader has a clear understanding of the Foundation Stage curriculum but other staff are less secure and lack understanding of the aim of some activities and how to extend children's

learning. Consequently the delivery of some activities is not always effective and children are not always sufficiently challenged. A new planning system has been introduced. Children's progress towards the early learning goals is being monitored, although currently not all records are up to date and the next steps in children's learning have not been identified for all children. This is something that is in the process of being addressed.

Children are chatty and communicate freely, both with their peers and staff. They are keen to express their thoughts and needs. They are helped to recognise their written name as they self-register on arrival and go and put pictures they want to take home in their named drawers. Some children ask for help to locate the drawers belonging to their friends so they can place pictures they have done for them in these. Good opportunities exist for children to explore emergent writing; for instance they have access to a mark-making table resourced with different writing materials but they are not actively encouraged to write. Staff automatically tend to write children's names on their work without encouraging them to have a go themselves. Children are developing awareness of sounds and letters; they are encouraged to sound out the letters in their names phonetically and some children offer help when others are unsure or cannot remember. Children independently access a varied selection of books.

Children count well in a variety of contexts; for example, the number of children present and when they count up to the day's date. They are aware that the number of children who can play with particular activities at the same time is restricted and announce to other children that there are already two children playing at the water tray and they therefore need to wait. They engage in simple subtraction activities as they join in with number rhymes and use their fingers to work out the answer in response to a member of staff's question of 'how many left?' Children sort and match by colour and size, they identify colours and use appropriate language to talk about position and name shapes. Their awareness of written numerals develops as staff introduce them to different numerals but opportunities for them to practise their skills are missed. For example, when completing the calendar board, children work out the correct date but they are not encouraged to select the number card they think corresponds to this because a member of staff simply hands over the card needed to complete the calendar board. This also happens when children decide that the weather is cloudy and they need to display a picture of clouds. They are not given the opportunity to look at the different pictures and make their own choice.

Children's personal, social and emotional development is progressing well. They are confident and friendly and enjoy secure relationships with adults and one another; they refer to the adults caring for them by name and actively search out other children to play with, inviting them to come and join them in particular activities, such as playing with water. Children's independence is generally well supported through the development of self-help skills. They make their own decisions as to when they wish to have snack, they manage their coats and shoes themselves and are encouraged to serve themselves at meal times. However, they are not always provided with suitable implements to enable them to do this easily. For example, the provision of a large serving spoon with a long handle is too unwieldy for children to manage easily and makes the task harder to achieve. Children are encouraged to play an active role within the pre-school room by adding their name to the helper board each morning. This provides the option of helping in a variety of different ways, such as counting the children, handing out cups or helping to lay the tables before meal times.

Children have access to some resources, including a computer, to support their understanding and use of information and communication technology. Outings to the nearby town, for example to visit the library and the theatre and visitors to the nursery enable them to explore their local environment and become aware of the different roles of people in the community. Children

have opportunities to use their senses, for example, as they explore trays of cornflour ready mixed with water. They squeal with delight and excitement as they push their fingers into the mixture and let it drip onto their hands. Staff encourage them to describe how the mixture feels but do not consider how they can extend the activity further to retain children's interest and support their learning.

Children move around freely, indoors and outside, with good levels of control and awareness of space. They manoeuvre wheeled toys and access the slide competently. Staff plan for outside play; for example by presenting an activity to develop children's hand/eye coordination and matching skills by throwing different coloured beanbags onto a target. Children manage this well but their attention and interest is not maintained. Children use and refine their fine motor skills as they build with bricks, cut with scissors and complete puzzles.

Each day they are presented with different malleable materials to explore and they take part in different craft activities, such as making calendars or creating a snowman for a wall display. These activities are not always well presented though to encourage children to explore their imaginations and freely express their ideas. For instance, a member of staff draws a snowman for children to stick collage materials to rather than encouraging children to draw their own snowmen, even though pictures available for viewing in their progress records, show that several can draw beautifully. Children enjoy imaginative play and show interest in the role play area, which is in the process of being set up as Santa's Workshop with the purpose of wrapping presents. However, over-direction by adults, for example, when wrapping up parcels, restricts opportunities for children to try to do things for themselves.

### **Helping children make a positive contribution**

The provision is good.

Children's spiritual, moral, social and cultural development is fostered.

Staff treat children as individuals and with equal concern. Children follow their usual routines as staff seek relevant information about their individual needs from parents; this contributes to continuity of care. Older toddlers and children in the pre-school room are encouraged to play an active role by helping to tidy their base rooms and put away toys they have been playing with. Children's sense of belonging is promoted through the display of their artwork and the provision of named coat pegs and drawers. Children have access to a selection of resources to support their awareness of the wider world in which we live; these include books, puzzles, dressing-up clothes and pictures reflecting positive images. They find out about their own and other traditions and celebrations through planned topic work. There are appropriate procedures in the nursery to support children with learning difficulties and/or disabilities and those who speak English as an additional language. For instance, staff request lists of key words in children's first languages from parents as a means of aiding communication with children who may have little spoken English.

Children are learning acceptable ways to behave with the support of the adults caring for them, who act as positive role models. Staff intervene as necessary; for example, to explain the need for children to sit nicely when they are at the table or to encourage children to think about how they should treat 'their friends.' Rules for behaviour are displayed in the pre-school room; these focus on positive statements, such as the need 'to listen to one another' and 'to be kind.' Some children show care and concern for others; for instance, an older toddler imitates staff's actions by gently rubbing the back of another child who is sleeping and a pre-school child helps

another to squeeze out some glitter glue from a tube. Children's self-esteem and confidence are fostered because staff praise and encourage them.

Parents are well informed about the nursery in a variety of ways. They receive a comprehensive parent pack which contains lots of useful information and nicely written, informative newsletters. These include a paragraph about each base room and details of what staff will be doing with the children. This gives parents an idea of how children will spend their time and also a flavour of what other children throughout the nursery will be doing. Noticeboards are used to good effect throughout all areas. Parents are able to share in their children's day through informal exchange of information with staff. This is supplemented by completion of a day sheet for all children under three; this contains important information about what children have eaten and how much, the length of time they have slept, nappy changes and how they have spent their time. Parents are invited to share in the life of the nursery by joining their children on outings and attending special events. Written consent is obtained for all aspects of children's care. The partnership with parents and carers in respect of nursery education is good. Information about the Foundation Stage curriculum is displayed alongside medium and short term plans and details of the number, letter, colour and shape staff will be introducing to children. This ensures parents are well informed about what their children are learning about and can therefore support this at home. Parents' evenings are held regularly throughout the year and staff issue written reports about children's progress. These include space for parents to add their comments although a sampling of records show that not many parents actually do this. Parents spoken with during the course of the inspection indicated that they are happy with the provision; they comment positively about staff, the measures in place to keep them informed and how they feel they are encouraged to share their knowledge about their children.

## **Organisation**

The organisation is good.

Leadership and management of nursery education are satisfactory.

Management implements robust recruitment and vetting procedures to ensure children are cared for by adults who are suitable to do so. Staff are supported through induction, appraisal and regular meetings and they speak positively of the level of support they feel they receive from management. The importance and value of training is recognised by everyone, which ultimately benefits the children attending the setting. Training in first aid, manual handling and food and hygiene are mandatory for staff working for this nursery and the staff team as a whole exceeds Ofsted's expectation that at least fifty percent should hold appropriate childcare qualifications. A clear operational plan and comprehensive written policies and procedures, which are regularly reviewed and updated, promote mostly very positive outcomes for children overall. Management is aware of the setting's strengths and areas for development; for instance in respect of the delivery of nursery education. The need to support staff to develop their knowledge further has been recognised and consideration is being given as to how this can be achieved.

Required documentation and other records to support the health, safety and welfare of children are mostly well maintained. However, there are a few occasions where parents have not signed the accident record to acknowledge the entry and where they have omitted to sign their names on consent forms to administer medication although they have, in fact completed these themselves.

The setting meets the needs of the range of children for whom it provides.



### **Improvements since the last inspection**

Since the last inspection the setting has addressed issues relating to the organisation of the baby room in respect of presentation, staff interaction and access to resources and the provision of an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

A new separate baby unit catering for non-mobile babies opened in November 2007; this is still evolving but the play room offers a cosy, stimulating environment for young babies. A low level mirror, tactile board and displays of children's artwork helps to make the room welcoming and different resources are arranged to be easily accessible by the children themselves. Music plays softly in the background. Staff sit on the floor alongside children and support their exploration and play.

Children are provided with resources that reflect positive images of different aspects of diversity which helps them gain awareness of the wider world in which we live.

There were no significant weaknesses to report following the setting's last nursery education inspection, but it was recommended that consideration should be given to improving opportunities for children to have an appropriate balance of large physical activities and to promote and develop spontaneity between indoor and outdoor activities. Consideration has been given to offering outdoor play on a free-flow basis but this has not been possible to date. It is however something that remains on the agenda as part of the nursery's plan to develop the garden area to provide greater opportunities for all aspects of children's learning. Children can use the slides and other available outdoor play equipment although these do not include climbing apparatus. Use of the soft play centre on some occasions offers children the opportunity to experience something different and use their bodies in a different way.

### **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 satisfactory.

### **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):

- improve further existing procedures for monitoring the safety of resources used by children (in particular treasure basket items)
- improve monitoring procedures to ensure parents sign accident records to acknowledge the entry and that they sign medication consent forms.

### **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):

- develop further staff knowledge and understanding of the Foundation Stage curriculum and their role in supporting children's learning
- review delivery of activities and resources used to promote challenge in children's learning (care also).

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](http://www.ofsted.gov.uk)