

Toad Hall Nursery

Inspection report for early years provision

Unique Reference Number	EY274840
Inspection date	06 December 2007
Inspector	Michele, Karen Beasley
Setting Address	74-76 Bridge Road, Chessington, Surrey, KT9 2ET
Telephone number	020 8391 4447
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Registered person	Careroom Limited
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 satisfactory. 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 Nursery, Chessington, opened in September 2003. The nursery is located in ground floor premises in a converted church in Chessington, Surrey. It consists of four playrooms (two of which are the Baby Unit), a kitchen, an office, storage, laundry, staff and toilet facilities, plus two enclosed outside play areas.

There are currently 54 children aged from three months to under five years on roll. This includes 10 funded children. Children attend for a variety of sessions or for full day care. At present, there are no children with special needs and one child who speak English as an additional language.

The nursery opens five days a week, fifty one weeks a year. Sessions are from 8.00 to 18.00. The provision serves the local community.

There are nine full time members of staff work who with the children. Of these, five are qualified and one member of staff is currently working towards a recognised early years qualification. Over half of the staff team are first aid trained. The setting receives support from the Early

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn to follow personal hygiene routines as they wash their hands after using the toilet and before snacks and meals. The majority of practitioners have relevant first aid training and know how to effectively deal with accidents. Accidents are being recorded separately for each child, which ensures confidentiality. Detailed procedures are in place to administer medication and records are shared effectively with parents ensuring children stay healthy. Young children's physical needs are met as practitioners work with parents to ensure consistency around nappy changing and toilet training. However, potties are not kept clean, which could compromise children's health.

Children benefit from a healthy diet. They enjoy nutritional balanced snacks and meals which are cooked on site. Children are encouraged to pour their own drinks and at times have the opportunity to prepare their own snack. The staff take account of the wishes of parents and have a clear record of any allergies or medical conditions as well as any dietary requirements to ensure all the children have appropriate and suitable meals. Babies bottles, which parents provide, are stored in a fridge. However, the cleanliness of the fridge could compromise children's health. Staff liaise well with parents, ensuring that any children's special dietary requirements are appropriately met.

Children participate in physical activities, in and outside on a daily basis, helping them to gain an understanding of the importance of taking regular exercise as part of maintaining a healthy lifestyle. However, children do not develop their large gross motor skills as appropriate apparatus is not provided. They show good co-ordination and spatial awareness when riding bicycles, scooters and balancing. Children enjoy participating in fit and fun exercises and listening to instructions from a music teacher, whilst they play musical instruments.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from a range of safety measures, for example, heaters are guarded, fire exits are displayed and kept clear. They develop a good awareness of safety through practising emergency evacuations which are recorded. Staff deployment is satisfactory and ensures children are supervised. Visitors and staff sign in and out of the premises. Sensitive reminders such as requests to remember to use equipment appropriately such as scissors are reinforced through praising positive behaviour. This increases children's awareness of everyday safety in the setting. Children have visits from the fire brigade and topics on road safety ensure children have good opportunities to develop their own awareness of protecting themselves in the wider community. Formal and informal risk assessments are implemented ensuring most potential hazards are removed.

Secure entry and exit systems are in place to ensure children leave with adults who are known to practitioners and written details are obtained from parents regarding who can and cannot collect their child, which contributes to ensuring children's safety. Children have access to a good range of equipment, resources and materials which are safe and suitable for their use.

The furniture and storage shelves are of child height and size. The resources are organised so children can access them easily and develop independence in their play and daily activities.

Children are protected and safeguarded from harm because practitioners have a knowledge of their roles and responsibilities regarding protecting children in their care. They know how to implement local child protection procedures and ensure parents are fully informed about their role with regards to child protection issues.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and secure. They enjoy their time at the nursery and make good relationships with staff and each other. Children are cared for by staff who create an environment where children are encouraged to be aware of their own feelings and to respect others. From an early age, children are confident to make their needs known as they can be sure of a friendly response. Throughout the nursery, children of all ages take part in a balance of adult-led and self-chosen activities. Staff use the Birth to three matters framework adequately to plan and assess younger children's progress.

Babies and toddlers are cared for by a consistent, caring and enthusiastic team of staff who respond well to their needs. All children use their senses to explore a wide variety of objects and materials in a sensory basket. Babies delight in touching and feeling gloop and exploring the good variety of toys put out for them.

Nursery Education.

The quality of teaching and learning is satisfactory. All staff have an understanding of the Foundation Stage. This enables them to plan a well-balanced programme overall, which covers the six areas of learning. Key workers observe and assess children's progress, however at times this can be inconsistent. Developmental records are in place but it is not clear how they are used effectively to plan the next steps in children's learning. As a result, children are not sufficiently challenged across all areas.

Children are well behaved; they follow simple instructions and the older children know the settings routines well. They participate with enthusiasm in independent play, for example, during role play dressing up as imaginative characters. They are developing concentration, becoming engrossed when interacting with computer programmes, listening to group stories and persevering when building with construction blocks. Children develop an awareness of their community and home life through individual contributions at snack and lunch time when they discuss what they've done at home. Staff support children in developing self-care skills, for example, when visiting the toilet, drying their hands, changing into slippers or putting on coats before playing outside.

Most resources are used effectively throughout the day, children have opportunities to self-select resources for emergent writing such as writing letters to Father Christmas. However, opportunities to promote children's understanding of sounds and letters is limited. Children enjoy listening to stories and chose books to look at independently. Staff show that print carries meaning through activities to introduce labelling of items around the room. Children co-operate well during tidying up time.

Children are introduced to the concept of number through structured group activities. All children enjoy counting and enthusiastically count together when spontaneously singing a number song. Most children are able to recognise numerals up to 10 from a range of resources throughout the room such as counting number cookies. Children also enjoy interacting with mathematical games on the computer. However, staff do not use incidental opportunities to extend mathematical language throughout the session unless it is a planned activity.

Children are developing a good sense of time, they know exactly what will happen next and can explain the daily routines to staff and each other such as it's nearly tidy up time and then snack. Children are able to recall past events such as going on holiday and recent activities, they use terms such as yesterday, last week and next time when explaining things they have done or hope to do in the future.

Helping children make a positive contribution

The provision is satisfactory.

Children receive lots of cuddles, praise and encouragement. They form positive relationships with each other and are comfortable and at ease with staff who know them well. Children are proud to show others evidence of their art and craft work such as Christmas glitter pictures. Clear and consistent guidance helps children to understand what is expected of them. Children's behaviour is very good. They understand the difference between right and wrong and respond well to the extremely clear and consistent boundaries set by practitioners. They learn about the world around them exploring different festivals. These are linked to discussions and activities. Consequently, children begin to recognise and value the similarities and differences between themselves and others. This positive approach fosters children's spiritual, moral, social and cultural development.

Children with learning difficulties and or disabilities are given positive support. Practitioners have systems in place which ensure that the setting is an inclusive environment where all children are able to progress. Practitioners communicate well with parents to meet children's needs. They also liaise with additional agencies for advice and support when required. Currently, there are no children with learning difficulties and or disabilities and one child who has English as an additional language.

Practitioners have a knowledge and understanding of children's individual home and family circumstances. Children benefit from the positive relationships between practitioners and parents securing the links between home and the provision. Flexible induction and settling in procedures enable parents to share information about their child and to feel at ease in the nursery.

Partnership with parents and carers is satisfactory. Parents have a comprehensive range of information on the children's activities through notice boards, newsletters and daily diaries for the younger children. Parents are welcome to look at their child's records at any time. Systems to ensure parents are kept fully informed about their child's ongoing progress towards the early learning goals are in place. However, the system for practitioners to identify children's individual next steps in their learning is insecure. Therefore, this does not help parents to support their children at home.

Organisation

The organisation is satisfactory.

Comprehensive employment, induction and appraisal systems for all staff ensure their on-going suitability and professional development. Staff's understanding and implementation of policies and procedures means that children are well cared for and the nursery operates satisfactorily. Most required procedures and documentation, which contributes to children's health, safety and well-being are in place and have recently been reviewed and up-dated.

Staff clearly know their roles and responsibilities. They implement routines to enable children to access a balanced range of planned and free choice activities throughout the session. The manager and her staff use resources effectively to provide a happy learning environment.

Leadership and management is satisfactory. Children benefit from being cared for by a committed and enthusiastic staff team. The management has a clear vision for education within the setting. They provide effective support for the staff team. The manager motivates and supports staff and children, she is building and supporting a committed staff team and is a good role model, actively participating when working at the setting.

Management recognise strengths and weaknesses within the provision and are aware to make improvements. Topics and activities are evaluated by staff, however systems to observe and monitor the impact these have on individual children's progress towards the Early Learning Goals have yet to be fully developed. There are limited opportunities for children to develop their sounds, letters and mathematical language to promote further challenge. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the setting was asked to ensure the accident and incident records include all relevant details and signatures, a confidential incident recording system is formalised, evacuation procedures are displayed and the procedures for lost and uncollected children are extended. Accident and incident records include all relevant details and signatures. A confidential incident recording system has been formalised and evacuation procedures are displayed. The procedures for lost and uncollected children was updated in September 2007. This ensures the children's well-being and safety.

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.

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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 the cleanliness of the fridge and equipment used for toileting
- provide opportunities for children to experience climbing on large scale equipment
- ensure effective learning takes place in all aspects of the session, particularly with regards to children's understanding of sounds, letters and mathematical language

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):

- improve systems for making observations and develop the systems to plan for children's next steps for development. Increase opportunities for parents to be informed about this and how they can extend learning in the home.
- develop the system to monitor and evaluate the curriculum to ensure all children's needs are met.

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