

Toad Hall Nursery

Inspection report for early years provision

Unique Reference Number	148628
Inspection date	11 January 2008
Inspector	Claudia Padfield
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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 Nursery is privately owned and opened in January 1995. It operates from two buildings within one site and is located in a rural setting. It serves the local and surrounding areas.

There are currently 134 children on roll. This includes 39 funded three and four year olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week all year round, with the exception of bank holidays and the Christmas period. The nursery is open from 08:00 until 18:00.

There are currently 30 staff who work with the children. Of these 24 hold relevant early years qualifications and three are working towards a recognised early years qualifications. The setting receives support from teacher/mentor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a healthy lifestyle through the range of activities available in the well organised indoor and outdoor environment. The outside space is age and stage appropriate, the older children use the garden space in all weathers and staff promote a range of physical exercise that challenges and excites the children's play. The youngest children do not always utilise the outside space on a daily basis, however they ensure that they have a range of physical challenges through out the day.

Children are given a range of healthy meals which they eat in a sociable environment supported by the staff team. Older children are able to help serve their own meals and volunteer to set the table before lunch. Children's individual dietary needs and parental preferences with regard to food are discussed with parents, recorded and adhered to at all times. This ensures that individual children have their personal needs met. However children do not have free access to drinking water throughout the day.

Staff follow effective procedures to ensure the health of children when administering first aid treatment or medication. All of the required documentation is in place and parents are requested to countersign completed paperwork when they collect their child. Effective procedures are followed by staff when changing nappies and before preparing food and this enhances the health of children. However children are not always required to wash hands before snack time which could compromise cross infection.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, well organised environment. They have safe and independent access to a range of good quality age-appropriate toys, furniture and resources. These are clean, maintained and are regularly checked for safety. As a result, children are able to move around safely, freely and independently and this encourages them to initiate their own play and learning. Children are well supervised by the staff team who attend regular training and review and minimise risks to children through regular checks and reviews. Risk assessments are undertaken and staff ensure that all safety equipment is in place prior to the children arriving. Arrangements for security are good and ensure that children cannot leave the premises unsupervised and there can be no unauthorised access to children.

The staff are aware of the signs and symptoms of possible abuse and have a good understanding of their responsibility towards safeguarding children. They are aware of the procedures to follow should they have any concerns about a child and there are clear systems in place to record any existing injuries demonstrating that the welfare of the child remains a priority.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive at the setting happy and content to leave their main carer. Staff are aware of individual children's needs and are on hand to offer support and assistance to those who require help, for example, they take children by the hand and ask them if they would like to wave to the parent at the window. Children in preschool room self register by selecting their name cards

from the table. Many children confidently find their own names, whilst others are encouraged by staff and parents, as they ask them what letter their name begins with. Good relationships are evident and children enjoy themselves and have fun in the setting. Children under three move with ease up through the nursery as staff plan good transitions with visits to familiarise the children with new staff and routines. Visual timetables are used to effect in the older rooms and children eagerly anticipate what happens next. However up to date planning is not consistently displayed within the younger age range and opportunities to share with the parents are missed.

The Nursery Education

The quality of teaching and learning is good. Children are progressing well, supported by staff who have a good understanding of the Foundation Stage and use the stepping stones effectively to plan activities for the children. However effective differentiation of group activities is required to ensure suitable challenges and success is achievable for all children. Staff observe the children at regular intervals and complete a detailed observation every three months to track their all round progress. The observations assess children's achievements and update children's records. This helps to identify children's stage of learning and allows staff to plan the next steps.

Children are confident and speak to the adults about their interests and important events in their life. Children use books for pleasure; they hold them correctly and sit chatting together about what they see in the pictures. The older children engage the younger and less able explaining the plot of the story and showing the pictures. The older children mimic the actions of the staff and question the younger child to make sure she is listening. They demonstrate good levels of concentration and an ability to work with other children during free play, taking turns and listening to each other with interest. Children have opportunities to express themselves freely through activities such as music and movement, painting and drawing. They use a range of tools with increasing skill; cutting and smoothing the glue and paper during free craft activities. Children sing in small and large groups with enjoyment and know a range of actions to compliment the song of choice. This increases their self esteem and confidence as they are able to choose the songs they sing.

Helping children make a positive contribution

The provision is good.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals and their confidence and self-esteem is developed well by staff with use of praise and encouragement on arrival and during their play throughout the day. Children are busy, occupied and keen and interested to learn. Staff ensure that the resources positively represent the children who attend as well as the wider community.

The setting's policies promote inclusion for all children and the premises are suitable for all to access. Children's individual needs are catered to by a trained and interested staff team. Children's behaviour is good in response to the staff's positive and consistent approach to behaviour management. Consistent boundaries are set and staff support younger children in sharing and turn taking and encourage older children to take responsibility for their own behaviour. For example a child is supported in clearing up when she spills something and responds to the support by successfully tidying up herself. This positive approach fosters children's spiritual, moral, social and cultural development.

All children benefit from the positive partnership staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. For example, appropriate consents are requested and detailed information obtained prior to the children starting at the setting. This consistency is further enhanced by daily verbal feedback. Parents are made aware of how the setting operates through parent information packs. The fostering of a key worker system will develop this further. The partnership with parents of children who receive nursery education is good. They receive information on the educational programme provided for their children and children benefit from a two way sharing of information between parents and staff to enhance their learning. This helps children progress and enables them to make a positive contribution.

Organisation

The organisation is good.

There are effective recruitment procedures to ensure children are cared for by staff who are appropriately vetted and there is a good level of qualified staff who work with the children. The required records and documentation are in place, available for inspection and shared with parents. The nursery have a good training programme in place for staff who attend a variety of courses. This helps the staff to broaden children's experiences and contributes to the quality of care provided. Induction, training and policies and procedures work well in practice to keep children healthy and safeguard their welfare. Guidance is given by the senior staff to ensure that the educational programme is delivered effectively and regular monitoring takes place to ensure that all children progress well.

The leadership and management of the setting is good. Senior staff use their recent training to develop and enhance the learning programme for the pre school children. Parents are able to access the children's records and staff verbally update the parents on a regular basis. The staff work effectively as a team to deliver good outcomes for children and support them in making progress in their learning. They are proactive in identifying their own areas for development and are aware of their strengths and areas for improvement. Overall, the needs of the range of children who attend are met.

Improvements since the last inspection

At the last inspection the setting were required to ensure all documentation regarding the administration of medication is countersigned. This is now in place and ensures all parties are fully informed and documentation is up to date. They were also required to extend the detail of information they keep regarding the fire drills and this is now in place to protect the children.

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 being healthy routines are consistently carried out throughout the nursery. For example hand washing and free access to drinking water throughout the day.
- ensure planning displayed is up to date and shared with the parents

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 suitable differentiation within group activities
- ensure effective use of evaluation of activities ensure suitable challenges are planned for each child.

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