

# Toad Hall Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	130641
<b>Inspection date</b>	06/04/2009
<b>Inspector</b>	Jane Mount

<b>Setting address</b>	100 Hempstead Road, Watford, Hertfordshire, WD17 4LA
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Toad Hall Nursery is one of 15 nurseries owned by Careroom Limited. The site has been a nursery since an original registration in 1992. It was taken over by Toad Hall in 1999.

The nursery is situated on the outskirts of Watford town centre, Hertfordshire and operates from a large detached property. A fully secure large outside area is also available for outdoor play. The nursery is open 50 weeks of the year from 07:30 to 18:30. Children can attend for a variety of sessions and the nursery offers full-time, part-time, school day and flexi days.

A maximum of 90 children under five years may attend at any one time. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 115 on roll in the early years age range of which 35 children receive funding for nursery education. The provision supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 26 members of staff, of which, a high percentage hold appropriate childcare qualifications including two staff who are working towards an early years degree. The nursery has achieved the Hertfordshire Quality Standards award and Investors in People.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The setting provides effectively for children in the Early Years Foundation Stage (EYFS). Partnerships with parents and carers ensure children's individual needs are met and all children are fully included. Effective planning and assessment systems ensure children are making good progress in their learning and development. The setting's policies and procedures ensure children's welfare is fully promoted. The provision has a positive attitude to improvement and is aware of their key strengths and areas for improvement and have begun to implement systems to closely monitor the quality of the service offered.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further a quality improvement process, such as self-evaluation, to monitor and extend effective practice and ensure continued improvement.

## **The leadership and management of the early years provision**

Staff are guided by a strong management team who have a clear vision for the setting. The staff team are clearly focused on helping all children make good progress in their learning and development and in fully promoting children's welfare. Documentation required for the safe and efficient management of the provision is in place and records, policies and procedures are well-organised and informative. Recruitment and vetting procedures ensure staff are suitable to work with children and therefore, children's welfare is protected. Effective systems, such as staff induction and regular staff meetings ensure staff are clear on their roles and responsibilities. Consequently, staff work well together as a team which has a positive impact on outcomes for children. Staff appraisals and supervisions identify staff training needs and professional development is promoted. For example, staff have personal development plans in place and regularly update their knowledge through attending appropriate courses. The setting is aware of its key strengths and areas for further development. The management team have worked hard to develop new systems to monitor and assess the quality of the provision and to improve outcomes for children. For example, parental and staff feedback is sought and a nursery development plan is in place. A self-evaluation system to reflect on and extend effective practice has recently been introduced and the setting aims to actively use this as a way of ensuring continued improvement.

Arrangements for safeguarding children are robust. Detailed risk assessments ensure the environment is safe and any potential hazards are identified and minimised and children's safety and well-being are protected. For example, children are closely supervised and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised. Children's welfare is protected because staff have a secure knowledge of child protection and know how to safeguard children. For example, an informative safeguarding policy is in place which details how children's welfare is protected and staff have a secure knowledge of how to protect children from harm. Good use of space and resources and effective staff deployment ensures an environment that is safe and fully inclusive. As a result, children are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the nursery. Children benefit from the effective relationships that staff have developed with parents and this significantly contributes to children's well-being. For example, parents and carers are provided with good quality information about the nursery and their children, such as an informative parents' prospectus and regular newsletters. A key person system is in operation and daily verbal and written communications with parents and carers ensures children's individual needs are met and children receive continuity in their care. Parents are kept informed of their children's progress and achievements, and are encouraged to be actively involved in their learning. The setting liaises with other early years providers to ensure continuity and to promote the integration of care and learning. For example, some links have been forged with the local schools.

## **The quality and standards of the early years provision**

Staff are proactive in implementing some effective strategies to promote and safeguard children's health and well-being. Children are beginning to learn how to stay healthy and about personal care routines. For example, they learn about the importance of washing hands to prevent the spread of germs and understand the reasons for brushing their teeth. Tissues are generally readily available and children are encouraged to wipe their own noses and to dispose of dirty tissues appropriately. Children have opportunities to learn about healthy eating through discussion and planned activities and know it is important to eat plenty of fruit and vegetables. Children are provided with healthy food choices and snack and mealtimes are used to promote independence and to encourage social interaction. The environment is safe and children are learning how to keep themselves and others safe. For example, children participate in regular fire drills and therefore learn how to stay safe in an emergency. Children behave well and consistent praise and encouragement from staff help to develop children's self-esteem. Staff are positive role models and encourage children to use good manners such as saying 'please' and 'thank you' at mealtimes. Children are respected and valued as individuals and in turn, are learning to respect each others differences. They are beginning to play an active role in the setting and this results in them becoming secure in their surroundings and feeling confident in making choices. Staff reinforce sharing and taking turns and children are beginning to learn to respect each others feelings. For example, they discuss if they feel happy or sad at circle time and draw pictures of their happy faces.

Planning, assessment and observation systems have been reviewed and staff have worked hard to implement new systems in line with the EYFS framework. They understand that every child is unique and work closely with parents to meet children's individual needs. Staff closely monitor children's learning through regularly observing and assessing individual children to identify their progress and achievements over time. Children's learning journals clearly show how they are progressing and this information is used to inform future planning. Curriculum planning is generally informative. Staff plan play experiences and activities to go with children's interests and to meet the developmental needs of individual children. Consequently, children are motivated in their play, have a positive attitude to learning and are making good progress towards the early learning goals. Staff support children well and create a child-centred, enabling environment. Effective systems are in place to ensure children's home languages and individual cultures are fully valued and respected. Adult-led and child-initiated activities are well-balanced to encourage children to be active learners. The environment is organised to encourage and promote children's independence and to help them make choices. For example, younger children confidently wash their own hands after an art activity and are encouraged to put on their coats and shoes when going outside to play. Older children choose when they have their snack and take an active role in mealtimes and enjoy helping to serve their own food. A free flow system to encourage children to make their own choices about when they play indoors or outside in the garden is in the early stages of development but is proving a great success.

Children have regular opportunities to express themselves creatively and to explore varied materials and media on a daily basis, such as painting, cutting and sticking or play dough. For example, children delight in the sensory experience of feeling paint on their hands and fingers when painting. Children's physical skills are fostered with many opportunities to exercise. They regularly experience music and use their imaginations and listen and respond with enjoyment when looking at books and listening to stories. Children have regular opportunities to become familiar with the written word. For example, name cards are used throughout the daily routine and writing and drawing materials are easily accessible. Children's physical skills are fostered with many opportunities to exercise. Children have access to resources that develop their knowledge and understanding of the world and technology. Staff promote a positive awareness of diversity through discussion and many activities, for example, by tasting different foods from around the world and making lanterns for Chinese New Year. Children regularly participate in activities that further develop their learning of the environment including the weather, seasons and the natural world. For example, they discuss the weather each day at circle time and observe the changes in the seasons when they go to the park and look at the trees. Children develop confidence and understanding in problem solving, reasoning and numeracy with mathematical concepts reinforced through a varied range of activities which involve numbers, shapes, patterns and problem solving. For example, children confidently talk about quantities when playing with the sand and discuss different shapes when painting.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met