

# Toad Hall Nursery Ottershaw

Inspection report for early years provision

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<b>Unique reference number</b>	120286
<b>Inspection date</b>	22/05/2009
<b>Inspector</b>	Joanna Scott
<b>Setting address</b>	The Old School House, Brox Road, Ottershaw, Chertsey, Surrey, KT16 0HH
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<b>Email</b>	
<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).

## Description of the setting

Toad Hall Nursery Ottershaw is one of 16 nurseries owned by Careroom Limited. It opened in 1997 and operates from two main play rooms with washing, toilet, and kitchen facilities within an old school house building in Ottershaw, Surrey. The children share access to a fully enclosed outdoor play area. A maximum of 41 children may attend the nursery at any one time. Children are grouped according to their age in either two or three separate groups, depending on overall numbers attending. During the term of inspection an under two's room (Ladybirds) and an over two's room (Dragonflies) were in operation. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks a year. Children may start at 07.30 by prior agreement on Monday, Tuesday and Wednesday. The setting is registered on the Early Years Register.

There are currently 53 children aged from five months to under five years on roll. Ten children are in receipt of nursery education funding. The nursery has experience of supporting children with learning difficulties and/or disabilities and those with English as an additional language. The building is all on one level and is easily accessed via a ramped entrance and exit. The nursery employs six core members of staff including the manager. Five of the staff hold appropriate early years qualifications, and one is working towards a qualification. Additional lunch time cover is provided by two unqualified staff. The setting's cook holds relevant qualifications for his role. The setting receives support from the Early Years Development and Childcare Partnership.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff know the individual children well, and have systems to individualise planning so that children progress in their learning and development. The setting have effective systems in place to self-evaluate the service they provide. This successfully highlights areas of strength and weakness, and is being used to drive development.

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

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

- continue to develop the environment to ensure that each area of learning is actively promoted and that linked resources are accessible for children to promote their development, with particular regard to the garden
- ensure that any systems in place to share information relating to children's achievements regularly focus on next steps, so that adults can work together to promote children's learning fully
- continue to implement tracking systems to ensure that any gaps in each child's development can be readily highlighted
- continue to build on the links with others involved in delivering the EYFS, to work together to promote children's individual learning

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

Managers and staff have taken an active role in the self evaluation of the provision. They have sought feedback from parents in this, to enable them to identify their strengths and weaknesses. They are currently working towards developing the provision in areas they recognise they can improve, for example the re-organisation of the Dragonflies room and the garden to ensure the learning environment promotes each of the areas of learning.

The partnership with parents is good. Parents receive detailed information about the service provided, regular newsletters and daily information about their child's care. Parent's meetings and reports are used to highlight children's achievements, although opportunities to highlight children's next steps are not always formalised. This means that parents and staff may not always have the opportunity to work together to support children's development fully. Each child's development is recorded in their learning journey, staff have good systems in place to ensure that these books are kept up to date, and key persons use the information to influence individualised planning. Staff are currently implementing tracking systems to be used alongside these records, to highlight any gaps in each child's progress. The setting has made links with a local nursery who care for some of their children, and are building on this to support children's learning together.

All permanent staff are qualified or working towards a qualification. This nursery chain expect all staff to take part in training including first aid, safeguarding, behaviour management and food hygiene. Systems are in place to ensure that recruitment, induction and appraisal procedures are carried out, and staff checks completed. All staff have a clear understanding of any colleagues who are waiting for checks to clear so that they are not left with sole supervision of children. Risk assessments are in place, and daily checks of the premises reduce risks to children.

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

The children play in a safe environment. The staff understand the operational issues which impact on the children, for example, restrictions with the layout of the building which mean that children are supervised accessing the toilets and which limits free flow between the playrooms and the garden. Children are learning about keeping safe. They have regular opportunities to practise evacuation, and they understand that a yellow warning sign near the water tray means the floor might be slippery.

The children's good health is promoted very well. Young children wipe their own noses and put the tissues in the bin, they are prompted to wash their hands at key times by pictures displayed on the wall, and children learn about dental health as they brush their teeth half an hour after lunch. Babies use individual flannels to wipe their hands before and after lunch which helps promote good habits from an early age. The food provided looks appetising and most children eat it enthusiastically. Snacks are healthy and nutritious, for example, the children enjoy

cheese and cucumber for their mid morning snack. Some outdoor growing activities are planned, and children are watching the grass heads they have sown grow on the windowsill. Children are learning about sun safety, they take an active role in applying sun cream with the staff's assistance before they go outside to play during warmer months.

The children are encouraged to develop independence. They are able to make their own choices about what they play with from a selection of toys they can access themselves, they put their shoes on before going into the garden, and they serve their own food at lunch time. Staff encourage children in the Dragonflies to mark their own name on their art work to identify it as theirs. They give a group of children a choice between several different countries which their learning will be focused on. Currently the topic is Japan. This is helping children to learn about the wider world. The children have daily opportunities to be active, and staff sometimes deliver planned activities in the garden. Children do not always have access to outdoor learning experiences or resources which promote learning in all areas on a daily basis. For some groups of children this may restrict their progress, specifically those who find being active learners in an outdoor environment more stimulating. This is an area the nursery is currently improving.

The children enjoy their time at nursery, and feel welcomed. Families are greeted on arrival, and those children who find separation difficult are supported by staff to 'wave bye bye' and find an activity to join in with. Staff in the Ladybird room share detailed information about younger children's routines and weaning, to ensure they can provide care in line with home routines. Home languages are reflected in some of the labelling around the room, for example, in the music area. The children behave very well, staff encourage children to be considerate towards their friends and take turns and share. Younger children are greeted warmly as they join older children in the garden and the room they will move up to. Opportunities during circle time mean that children are able to talk in front of the group about their experiences, and take turns to listen to each other. Those who are shy use a 'magic wand' which helps build confidence. Interactions between the children and adults are warm and caring.

Very young children enjoy painting using cars or plastic ducks to make tracks and patterns. Older children enjoy daily opportunities to play with water and sand, filling and emptying containers, and they enthusiastically take part in messy play using shaving foam to mark make. During weekly cooking activities children use scales and learn about measuring and changing properties when food is raw and then cooked. There is a music area where children use shakers to beat out rhythms and listen to rain sticks as they tip them from side to side. Many children particularly enjoying role play. The children enjoy story time and looking at books. Staff use puppets as props which increases the children's enjoyment.

## 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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