

Toad Hall Nursery

Inspection report for early years provision

Unique reference number	EY273595
Inspection date	22/09/2009
Inspector	Helen Penticost

Setting address	19 Massetts Road, Horley, Surrey, RH6 7DQ
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Toad Hall Nursery is one of sixteen nurseries run by Careroom Ltd. It opened in 2005 and operates from a large detached house in the centre of Horley in Surrey. A maximum of 53 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children have access to secure outdoor play areas.

There are currently 55 children in the early years age group on roll. Of these, 17 children receive funding for nursery education. Children are drawn from a wide catchment area. The nursery supports a number of children with special educational needs or who speak English as an additional language.

The nursery employs 15 staff. Of these, 13 hold relevant early years qualifications and two others are working towards a recognised qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting are successful in promoting all aspects of children's welfare and development. Children are confident and secure in the welcoming, inclusive environment. They are involved in a wide range of interesting activities which promote learning. There are effective working partnerships with parents and staff demonstrate a commitment to meeting children's individual needs. Children are fully safeguarded within the setting as safety is of paramount importance. Systems to monitor and evaluate the service provided ensures that the provision continues to improve and develop. Both the management and staffing teams are very passionate about their roles in providing good quality care, to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop systems to ensure continuity where children attend more than one early years setting
- continue to develop the outdoor area
- further develop all staff's understanding of the meaning of promoting equality

The effectiveness of leadership and management of the early years provision

Children feel secure and comfortable at the nursery because they receive consistent care. Documentation which is required for the safe and efficient management of the setting is well organised and used effectively to promote all

aspects of children's health and safety. Rigorous systems are in place to ensure that staff are suitable to care for children. The majority of staff hold a level three qualification and all attend regular training to keep their practice up to date in first aid and child protection. However, some staff lack a thorough understanding of the meaning of promoting equal opportunities. Staff carry out thorough risk assessments of premises, practices and equipment, which ensure the quality, safety and accessibility of all indoor and outdoor areas of the nursery. Good levels of thought have been placed on the safety of the children during their time in the setting, for example, entry to the nursery is through the use of a television entry system only.

The staffing team contribute their ideas and work efficiently as a team, which benefits the children and enables the staff to have a sense of ownership. Though their self-evaluation and commitment to develop, they are effective in embedding ambition and prioritising areas for future improvement. Staff have been involved in the review processes and as part of the review, covered reorganising the layout and use of the playrooms as well as the deployment of staff. Plans are also in place for the reconstruction of the outdoor areas, as they fully appreciate this is an area that needs to be developed.

Staff work closely with parents to create effective partnerships. There are good arrangements to enable parents and other carers to learn about and support the care and education offered. Daily diary sheets and discussions keep parents up-to-date with their child's daily activities, routines and well-being. The numerous photographs displayed show parents the wide range of play opportunities children enjoy. Parents spoke about the friendly atmosphere and warm welcome for the children and also the professional and flexible approach. They report they are happy with the care and education their children receive.

The quality and standards of the early years provision and outcomes for children

The learning environment enables children to make good progress. The wide range of clearly labelled toys and resources are easily accessible to the children, which helps children to make informed choices about their play, become independent and enables them to become active learners. The staffing team make very good use of incidental opportunities. For example, when a frog is found in the planting area the children are quickly gathered around and become fully engrossed in their observations and involved in discussions. They undertake counting and simple calculation at the snack table, which reinforces their understanding of numeracy. Older children flourish as they become engrossed in the music and movement sessions and thoroughly enjoy recreating the story of going on a bear hunt within the garden.

Children are constantly praised for their efforts across the whole of the nursery. They know that their work is valued because staff display it prominently and they take countless photographs, which promotes children's confidence and self-esteem. The staff are caring, courteous and affectionate, providing positive role models for children. Children are happy and relaxed. They have formed close

relationships with staff which help them to feel secure. There are good arrangements to support children with learning difficulties and/or disabilities or who are acquiring English as an additional language. The nursery offers home cooking for hot nutritious meals. Meal times are a sociable, learning experience where children learn skills for the future. Older children set their own place settings and serve themselves and learn to use their cutlery with increasing skill.

Parents are encouraged to share what they know about their child, which provides a starting point for progress. Key workers know the children well and make regular observations of children and use these collectively with parents to identify individual next steps for children's learning. The nursery have planned how they intend to make links with other settings that are attended by the children, however, these have not yet been developed fully. Children are very settled and demonstrate a sense of belonging in the setting. Explanations are consistently given to children regarding their behaviour and staff encourage children to have 'gentle hands with our friends'. As a result, children are confident, friendly, develop good social skills and make friendships.

Children undertake a wide variety of activities that are likely to support all areas of learning well. Babies are given opportunities to use resources such as chunky colouring pencils to create masterpieces, which develops their small muscle movement and manipulative skills. Young children play with junk modelling resources and thoroughly enjoy their time at the water tray. Older children have a wonderful time as they each make their own ball of play dough, choosing the colours that they wish to use and discussing how the dough feels to touch. Babies learn about the world around them as they eagerly explore the interesting range of play materials, and staff ensure non-mobile babies can reach toys they enjoy. They roll and crawl in safety and have appropriate equipment to pull themselves safely to stand. Children adopt good personal hygiene routines as they independently wash their hands prior to eating their meals and snacks and also after visiting the toilet or blowing their noses. Children learn to recognise their own bodies' needs and are usually able to help themselves to drinks as they need them. All children have regular access to outdoor play through the free flow system in operation and older ones begin to learn that this keeps them healthy. Children also have many opportunities to explore their surrounding community as they visit places of interest, such as the library.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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