



Toad Hall Nursery

Inspection report for early years provision

Unique Reference Number	EY273595
Inspection date	24 October 2005
Inspector	Jacqui Lloyd / Joanne Lindsey Caswell
Setting Address	19 Massetts Road, Horley, Surrey, RH6 7DQ
Telephone number	01293 823500
E-mail	harley@toadhall-nursery.co.uk
Registered person	Careroom Ltd
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 inadequate - notice of action to improve. The registered person does not meet 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 is one of 16 nurseries run by Careroom Ltd. It opened in 2003 and operates from the ground floor of a detached property in the centre of Horley, Surrey. A fully enclosed garden provides an outside play area. The nursery is registered to care for a maximum of 53 children at any one time. It is open each weekday, from 08:00 to 18:00, for 51 weeks of the year.

There are currently 39 children aged from 7 months to 4 years on roll. Of these, 6 children are in receipt of funding for nursery education. Children from a wide area attend the nursery. Staff support children with special educational needs and children who speak English as an additional language.

The nursery employs 11 staff. Of these, 9 staff hold an appropriate early years qualification. This includes lunchtime cover and emergency bank staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are sufficiently protected from infection as the majority of the staff are aware of appropriate hygiene procedures. Most precautions are taken to maintain a safe and healthy environment. There are comprehensive written procedures in place with regards to promoting health and hygiene. However, these are not consistently implemented by some staff.

Children enjoy regular opportunities for outside play. This enables children to benefit from fresh air and exercise and encourages them to move in a variety of ways. Children have opportunities for climbing, running, balancing and using wheeled toys, to stimulate their physical development.

There is provision in place to care for sick children. Staff use detailed documentation to monitor and record changes in children's temperature and symptoms. This ensures that staff can pass on accurate and relevant information to parents to ensure children's welfare.

Children learn how to keep themselves healthy. Older children independently wash their hands after using the toilet and before eating. Some children understand the importance of covering their mouths when they cough, to prevent the spread of germs.

Children develop healthy eating patterns. They enjoy a range of freshly-cooked meals and healthy snacks, including breadsticks and fresh fruit. Older children help themselves to drinks, as they recognise when they are thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are safe and secure for children. Effective arrangements are in place to ensure that staff can monitor visitors to the setting. This protects children from unauthorised visitors. Children can access most areas, such as toilets and hand washing facilities, easily and safely. This encourages children to develop their independence within a safe and secure environment. The outside play areas are designed for children of different age groups. This enables the babies and older children to use the garden safely and use a range of appropriate equipment and

resources. Not all areas of the nursery are used effectively at present, as some group rooms are not in use. This restricts the care routines and range of activities available to children.

Staff provide a safe environment for children and most precautions are taken. Children regularly practise emergency evacuation procedures to ensure that they are familiar with how to evacuate the premises safely.

Children play with a satisfactory range of toys and play materials, most of which are in a adequate state of repair. Older children in the pre-school access their toys independently, developing their self-care skills. However, due to the presence of younger children, their access to some resources is restricted, as these may pose potential hazards to younger children.

Older children begin to learn the importance of safety. They clearly understand when they cannot use toys and resources with small pieces, due to the safety implications for younger children. Topic work and planned activities introduce children to the importance of safety. Children learn about 'People Who Help Us', enabling children to learn how to keep themselves safe.

Children are satisfactorily protected from harm and abuse as staff have a basic understanding of their responsibilities regarding child protection.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children have opportunities to play and develop their social skills within the nursery. There are opportunities for different types of play and activities, both inside and outside, although these are not always extended fully to promote children's learning and development, due to inappropriate grouping of children. Older children enjoy positive relationships with the staff, although the younger children lack appropriate stimulation. The developmental needs of children under two years are not planned for appropriately. Senior staff have an understanding of the Birth to three matters framework. However, not all staff are sufficiently aware of how to use this to implement stimulating activities to challenge young children's developmental needs. There are few opportunities for babies and children under two years to stimulate their senses and cognitive development. Interaction between babies and some staff is limited. Due to some of the staff's poor understanding of the developmental needs of children under two years, many planned activities are inappropriately resourced. As a result of this, children's learning and development is sometimes hindered. Older children enjoy a wide range of activities which are suitably planned by staff who are familiar with the needs of pre-school aged children.

NURSERY EDUCATION

The quality of teaching and learning is satisfactory. Most staff working with the pre-school aged children are sufficiently aware of the Foundation Stage curriculum. Children benefit from activities which are planned for their differing needs and abilities and most activities have a clear learning intention. This enables staff to

adequately monitor and record children's progress towards the early learning goals. The poor quality and working order of some play materials and learning materials, sometimes hinders children's learning.

Children have opportunities within the daily routine to develop their independence and self-care skills. For example, they self-register on arrival and assist in the preparation for snack and lunchtime, by preparing the tables and pouring their drinks. Children develop good skills in sharing and turn taking. They learn to respect one another and show consideration for their peers. Staff encourage children to be kind to one another and use 'kind hands' whilst playing.

Children communicate confidently and fluently with their peers and the staff. They convey their needs, thoughts and feelings effectively as they engage in conversation. They listen well to stories and contribute towards group discussion. However, due to the poor presentation and condition of some books, children show limited interest in looking at books alone. Children develop their writing skills through mark making and begin to use writing for a purpose. For example, they write letters to the Fire Service inviting them to visit the nursery.

Children's counting skills are well-developed. They count during their play and games and some children are able to compare two numbers, developing their understanding of simple calculation. Staff use practical and creative activities to reinforce children's understanding of numbers and mathematical concepts. For example, children use their hand prints to make a number line up to 20 and develop their problem-solving skills as they calculate how many chairs are needed at snack time.

Children have many opportunities to explore and investigate. They enjoy experimenting with the properties of magnets. They use magnifying glasses to observe natural materials and well-planned topic work enables children to learn about the cycle of rain. The current topic of 'What are things made from?' encourages children to compare the properties of wood, plastic and metal. They learn about the role of others as they enjoy visitors to the setting as part of topic work. Children develop their understanding of the wider world as they celebrate a range of different festivals, cultures and customs. This encourages children to develop positive attitudes towards diversity. There are opportunities for children to use Information, Communication and Technology (ICT) resources as they use the computer. However, this is not in full working order, limiting the learning potential for children.

Children develop their physical skills by moving in a variety of ways. They use the outside play area throughout the year, enabling them to run, climb and move around freely. They negotiate wheeled toys and obstacle courses and play parachute games. They kick and throw balls and play action games enabling children to stop and start with control. Children develop their co-ordination and manipulative skills by using scissors, handling cutlery and undertaking activities such as writing and threading.

Children use a range of creative materials, enabling them to express themselves freely. They use imaginative language in their play and have opportunities for role play. There is good provision for children to use their senses, as they play with textures such as paint, jelly, shaving foam and oats.

Helping children make a positive contribution

The provision is satisfactory.

Children are introduced to diversity, as they see many pictures on display reflecting positive images of diversity within society. Older children benefit from well-planned activities and topics, introducing them to differing festivals and cultures. Most staff are aware of the importance of promoting equal opportunities to children and demonstrate an understanding of how to implement this in daily practice.

Children with special needs are supported well. The designated Special Educational Needs Co-ordinator (SENCO) has a clear understanding of the Code of Practice, enabling her to address children's individual needs.

Children behave well. They clearly understand the expectations regarding behaviour and respond well to the staff's calm and consistent strategies. This enables older children to learn right from wrong and respect the needs of others. As a result of this, children's social, moral, spiritual and cultural development is fostered.

The partnership with parents and carers is satisfactory. Staff welcome parents into the setting and provide a range of written information regarding the nursery's policies, curriculum and routines. This encourages parents to be involved in their children's care and education and strengthens the partnership for children between home and nursery.

Organisation

The organisation is inadequate.

The general organisation of the nursery is poor. Staff do not use the space within the nursery effectively as some rooms are not currently in use. This results in children being cared for in mixed age groups with significantly different developmental needs and abilities. This prevents staff from planning and implementing an appropriate routine and curriculum of developmentally challenging activities and play. Although most children within the pre-school room achieve, their learning is hindered by the presence of younger children, as some activities and play materials have to be cleared away in the interests of safety. Children are unable to freely access resources, as small parts, that may present a choking hazard have to be removed whilst younger children are playing in this area.

The daily routine in the pre-school room is organised adequately. However, the general organisation for the younger children is poor. Some staff lack confidence in their role and therefore, do not always use their time effectively to ensure the smooth running of the room. Although there is a staff induction programme in place, not all staff are sufficiently aware of company policies and procedures and do not implement them in daily practice.

The current arrangements for managing the nursery are not always wholly effective. Due to the lack of a named deputy, there is limited provision in place to ensure that the nursery is managed effectively in the absence of the manager.

There are suitable systems in place for ensuring that all staff working with children undergo appropriate vetting procedures. Children's attendance is recorded accurately.

All regulatory documentation is maintained appropriately and stored confidentially.

The leadership and management is satisfactory. Head Office staff and the nursery manager work in partnership to address the weaknesses in provision and demonstrate a commitment to meeting these shortfalls. An improvement programme has been implemented and all staff are encouraged to undertake further training to improve their knowledge and skills. The pre-school supervisor is competent in her role and the delivery of the Foundation Stage curriculum. However, other staff members are less knowledgeable and do not always understand how to encourage children to learn and develop.

The setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Children Act inspection, three recommendations were raised. These related to improving staff's understanding of company policies and procedures and the implementation of an effective staff induction programme. Although there is a Toad Hall staff induction programme in place, not all staff are sufficiently aware of company policies and procedures and therefore, some staff do not consistently implement them in daily practice. As a result of this, some areas of the nursery run more smoothly and effectively than others, resulting in poorer standards of care in some areas. This remains a weakness in provision.

A recommendation was raised regarding the planning of activities appropriate to children's age and stage of development. Staff working with the pre-school children have addressed this and demonstrate an understanding of delivering the Foundation Stage curriculum. However, this is sometimes hindered by the presence of younger children in the same group. Some staff working with children under two years have a limited understanding of the developmental needs of children of this age group. Therefore, children's learning and development is sometimes not planned for appropriately. This remains a weakness in provision.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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.

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure that the staff working with children aged under two years, have a thorough understanding of planning and implementing appropriate activities to stimulate children's developmental needs
- improve the organisation of the nursery to ensure that children are grouped appropriately, to meet their individual needs
- ensure that all staff working with children are familiar with early years care practice and are fully conversant with nursery policies and procedures

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

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):

- ensure that all play materials and resources available to children are in a suitable condition and are in full working order to develop children's learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk