



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 958374

DfES Number: 532398

INSPECTION DETAILS

Inspection Date	12/01/2005
Inspector Name	Janet Marie Thouless

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Toggles Day Nursery
Setting Address	2a Lebanon Road Croydon Surrey CR0 6UR

REGISTERED PROVIDER DETAILS

Name	Mrs Portia Allbut
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Toggles Day Nursery has been registered since July 2001 and is privately owned.

The nursery is based within close walking distance of East Croydon station, in an area well served by buses and trams.

The nursery consists of two playrooms, which accommodate a maximum of 20 children aged from 1 to under 5 years at an one time. An outside play area is provided with paving and grassed areas. Nursery pets are a rabbit and hamster.

The opening hours of the nursery are 08:00 to 18:00, Monday to Friday for 51 weeks of the year.

There are currently 14 children in attendance at the nursery, of these 7 receive funding for nursery education. No children have special educational needs or speak English as an additional language. Children attending come from a range of cultural backgrounds, which reflect the local community.

Five staff currently work directly with the children; two hold a relevant childcare qualification, one staff is working towards obtaining childcare qualifications and one staff is unqualified. The cook holds a basic food hygiene certificate and also works with the children when required.

The nursery receives support from the Early Years Development and Childcare Partnership (EYDCP) within the local authority.

How good is the Day Care?

Toggles Day Nursery provides satisfactory care for children.

The premises are secure and safe. Safety issues are discussed at staff meetings to ensure everybody is aware of their responsibilities and maintain a safe environment. Space is used creatively with the pre-school children having their own room. Children enjoy access to the outdoor area for physical play. Effective policies are in

place to support the smooth running of the nursery however, the policies relating to uncollected child, medication, complaints and child protection lack some relevant details. Attendance records are accurate and current and there is a visitor's book available.

Arrangements for mealtimes is good; information about children's cultural/dietary needs is recorded and respected and drinks are provided regularly for children. Healthy eating is promoted when planning the menu and children are learning about foods that are good and keep you healthy.

Staff provide a fun and stimulating learning environment where children's all round development is nurtured. Children make choices and enjoy participating in role play, completing puzzles and craft activities such as painting and drawing own self image. Staff record children's progress to inform planning but this is limited. The nursery's policy of inclusion encourages the children to respect each other and ensures all the children have access to the equipment and toys on offer. Staff are supportive of children's play and encourage them to try new experiences and to use their imagination and be creative.

Children behave very well and staff praise and encourage children at all times. Children are able to talk about how they are feeling and behaviour is very good.

Partnership with parents is good. Parents' report that their children are well cared for. Parents have access to their children's records and relevant policies and procedures.

What has improved since the last inspection?

A number of actions were set at the last inspection, which included improving safety, recording children's arrival and departure, obtaining written permissions from parents and recording medication administered, obtaining a copy of the code of practice for special educational needs, implementing a system to record incidents and devise a written procedure for allegations of abuse against a member of staff. All have been implemented, however, medication, complaints and child protection procedures need further development.

What is being done well?

- Effective use of staff to meet the needs of children; staff are available to children without being intrusive. Staff are supportive in their role and extend learning at every opportunity.
- The balance of activities and resources that allows for creative and purposeful play. Children are interested in, and want to play with what is available.
- The management of children's behaviour with staff promoting a positive atmosphere within the nursery where children feel able to make decisions. All children are included and their differences acknowledged and valued.

What needs to be improved?

- extension of procedure to be followed if a parent fail to collect child
- prior written permission from parents regarding the administration of medication
- the complaints procedure to contain details of the regulator Ofsted
- procedures to follow should an allegation of abuse be made against a member of staff

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
7	obtain written permission from parents before administering medication to children	21/01/2005
13	extend the child protection policy to include procedures to be followed in the event of an allegation being made against a member of staff	01/02/2005
14	extend procedures to be followed in the event of a parent failing to collect a child	21/01/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
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3	ensure observations are made on a more frequent basis to support planning for the next steps for children's play, learning and development
12	ensure that the complaints procedure include address and telephone number of the regulator, Ofsted

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Toggles Day Nursery provides good quality nursery education overall. Children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff manage children well, have good relationships with them and children's personal independence is very well promoted. Staff plan a variety of practical activities to support children's learning, although individual assessments on children's progress are not completed on a regular basis and do not always have sufficient information to effectively inform plans for the next steps of children's learning.

Staff skilfully develop children's language by engaging them in conversations and asking questions, which encourage them to think and talk about what they are doing. Children have many opportunities to initiate role play, which is used well to promote their learning and skills. The outdoor area is well used to promote children's physical skills. However there are limited resources in maths and creative areas to support some aspects of children's learning. Children's knowledge and understanding of the world is promoted well through exploring natural materials, themed activities and cultural celebrations. Children use everyday technology, including using a computer but programmable toys for older children are limited.

Leadership and management are generally good. The manager works alongside the staff and provides a positive role model. Staff work well as a team and are clear about their role and responsibilities. They are a committed team who have an enthusiastic approach to all aspects of their work. However staff receive limited individual supervision to identify professional development needs and monitoring of the quality of teaching is not fully developed.

Partnership with parents is generally good. Parents are kept informed about their children's progress through on going discussion and meetings. The nursery's prospectus lacks information on the foundation stage.

What is being done well?

- Staff develop positive relationships with children and are calm and polite in their manner. They encourage children to show respect and value each other. Good behaviour is praised and encouraged. Children behave very well.
- Staff work well together as a team, are enthusiastic in their approach and this provides a good role model for children.
- Staff provide stimulating activities and give effective support to children's learning and their independence. Skilful questioning extends children's understanding and learning.

- Children have developed positive relationships with their peers. They show confidence in linking up with each other to initiate play. They demonstrate good levels of concentration and are motivated to learn.
- Children's physical skills are promoted very effectively through stimulating range of indoor and outdoor activities. They handle tools, construction toys and a range of malleable materials with increasing control.

What needs to be improved?

- the use of assessments to inform planning for the next steps of children's learning and information for parents regarding the foundation stage
- resources for the maths and creative areas, programmable toys for older children, also
- the presentation of the maths and creative areas and opportunities for children to self select mathematical equipment and creative materials
- the monitoring and evaluating of the nursery education provision and individual staff supervision to assess and support professional development in order to improve the quality of teaching

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are excited and enthusiastic to learn. They are independent and persist at planned activities. They choose between activities, select resources for themselves and take care of their own personal needs, such as dressing themselves washing their hands and brushing their teeth. Children behave well. They are taught to share and take turns, be polite and considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have good opportunities to extend and develop vocabulary. They interact confidently with each other and staff. Children have access to a range of books and story tapes and use them independently. Staff encourage children to make links between sounds and letters. Children explore mark making through activities and can recognise and spell their names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children are able to count confidently up to 10 with older children counting beyond. They are learning concepts of addition and subtraction and have developed good shape recognition. They have access to a range of games and activities that help develop sorting and matching skills, however the presentation of the maths area does not always attract children and resources for them to self select are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate with textures, such as playdough, cornflour and cooked spaghetti. Their sense of time is encouraged through discussions about their families and significant events. Children are beginning to understand the use of information and technology through using a computer. However older children have limited access to programmable toys to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are set challenges to develop their physical skills outdoors. They are encouraged to play games that extend their ability to jump, run, walk and climb with control. Children use a range of large and small tools. They handle scissors, pencils, paintbrushes and cutlery with increasing control and demonstrate an increasing knowledge of how to be healthy and look after their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children participate enthusiastically in music sessions. They use their imagination and imitate sounds and actions to familiar songs. They enjoy free painting and drawing and encouraged to take part in daily craft activities. Children draw on their own experiences and imagination during role play and use of dressing up clothes. However limited creative materials and resources available to allow children to self select.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure assessments are completed on a regular basis and are used to inform planning for the next steps for children's play, learning and development and ensure that parents receive information about the foundation stage curriculum
- improve resources for the maths and creative areas and programmable toys for older children, also improve the presentation of the maths and creative areas and opportunities for children to self select mathematical equipment and creative materials
- improve systems for monitoring and evaluating the nursery education provision and provide individual staff supervision to assess and support professional development in order to improve the quality of teaching

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.