



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 120287

DfES Number: 522448

INSPECTION DETAILS

Inspection Date	24/02/2005
Inspector Name	Jenny Scarlett

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Toad Hall Nursery (Ripley)
Setting Address	Ripley C of E School Georgelands, Ripley Woking Surrey GU23 6DE

REGISTERED PROVIDER DETAILS

Name	Carerom Ltd. 03614275
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ORGANISATION DETAILS

Name	Carerom Ltd.
Address	Third Floor, Wembley Point, 1 Harrow Road Wembley Middlesex HA9 6DE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Toad Hall is one of 15 nurseries run by the Toad Hall group. It opened in 1999. The nursery operates from a self contained building in the grounds of Ripley Church of England School in Ripley near the town of Woking in Surrey. A maximum of 40 children may attend the nursery at any one time. The nursery is open each week day from 07:30 to 18:30 for 51 weeks of the year. All children share access to a secure enclosed outdoor area.

There are currently 35 children from three months to five years on roll with 12 children attending the pre-school room. Of these 12 children all receive funding for nursery education. Children come from the local area.

The nursery employs 10 staff, three of whom work in the pre-school room. All of the staff working with the funded children hold an appropriate early years qualification. One staff member working with the funded children is attending additional training to further develop the childcare qualification.

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

How effective is the nursery education?

Toad Hall Nursery provision at Ripley is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals. Provision for mathematical and creative development is particularly well-planned and children make very good progress in these areas.

The quality of teaching is generally good. They use this knowledge to plan a broad and mostly balanced curriculum to cover all the aspects of learning. Staff have good relationships with the children and generally manage their behaviour well. They plan various practical activities and understand what children learn from them. They organise the indoor space and resources well encouraging children to develop their play and imagination thus increasing their independence. The outdoor environment is used well to promote the children's imagination and understanding of the natural world but less effectively to promote large physical activities. Planning of the curriculum is generally effective and covers the early learning goals and the stepping stones. Staff assess the children's learning and keep careful records, which provide a clear picture of their progress. However they do not always include possible next steps in their development and learning. There are effective systems in place to provide good support for children with special needs.

Leadership and management is generally good. The staff work well as a team. The staff working with the funded children are new since the previous inspection. The room leader has been particularly effective in developing the staff team who have a collaborative approach to the children's care and education.

Partnership with parents is very good. Parents receive clear and detailed information about the educational provision through informative brochures. They are actively involved in their children's learning and well informed how to support this at home. Records of children's progress are of a high standard and shared with parents.

What is being done well?

- Children enjoy using numbers and counting, in well planned activities and across the curriculum, that challenge them particularly well. They use good practical ideas in daily activities and games, with very good opportunities to recognise and relate to numbers, counting, comparing and developing mathematical concepts, such as the matching and pairing the socks.
- Children have very good opportunities to choose resources and activities themselves. Their independence is encouraged, as they select their own snacks, help to lay the tables and serve the meals. They enjoy the activities and make rapid strides in their learning, due to the staff demonstrating a good understanding of the individual needs and abilities of the children.
- Children benefit from effective teaching to help them imagine design and

create things. They become absorbed in using construction sets, recycled materials, scissors glue and tape. They are encouraged to create and use their imagination freely in art design, music, stories and role play with access to varied resources and media to promote these skills.

- Children are developing an enthusiasm for books, understanding what they are for and how they work. They are becoming absorbed in self chosen books. Some children have made alphabet books to aid their skills in learning about letters.

What needs to be improved?

- opportunities for children to be given time to finish and complete an activity before changes in the sessions occur
- opportunities for children to have an appropriate balance of large physical activities, and to promote and develop spontaneity between indoor and outdoor activities
- the monitoring and evaluating in promoting positive aspects of the children's behaviour at particular times during the day
- the monitoring of the foundation stage profiles, to include possible next steps in the children's development and learning.

What has improved since the last inspection?

Very good progress has been made in tackling the key issues identified from the previous inspection report. These required the nursery to develop the children's understanding of how things work, to regularly record children's progress to support the assessment, develop planning to ensure activities effectively promote the early learning goals and develop children's creativity to express their own ideas in art and craft.

The staff have introduced a number of effective measures to improve the planning of the curriculum to promote all areas of learning. The termly plans clearly incorporate the objectives for knowledge and understanding of the world. As a result the focus on activities allows the children to explore and investigate items of interest such as magnets and clocks. The staff continue to review and develop the children's assessment and progress profiles. The new profile system has been introduced with clear logical links to identify the children's' progress. This results in the staff having a good understanding of what children have learnt and clearly identifies their approach to learning. However staff do not consistently identify the next steps of learning. Planning systems have been revised to give a much clear direction to teaching. They are soundly based on the stepping stones and there are logical links between the long, medium and short term plans. As a result staff have a much clearer understanding of what the children are intended to learn from activities. Staff offer support through well judged interventions and questioning which extend the children's knowledge and understanding. The staff now include regular opportunities for children to access and use art materials in an undirected way. Children explore

creativity and now have good opportunities to draw and paint freely. The children have greater choice and independence in directing their own creativity and their concentration, imagination and creative skills have improved.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Some children show good concentration skills when drawing pictures and express their needs confidently. They are developing their independence skills and are confident to work independently in a variety of activities. However, there are missed opportunities to allow the children to finish and complete their activities. Their behaviour is generally good. Children are sensitive to the needs of others, learning to share toys and resources and beginning to co-operate with each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children interact and converse with each other and adults confidently. They use language well to negotiate and express their ideas with each other and adults, for example, discussing the squidgy play dough. Their spoken language and writing skills are developing well as a result of the good range of planned and spontaneous activities, such as exploring words that rhyme with sock. There are good opportunities to practise emergent writing and for children to recognise and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children count confidently up to and beyond ten, and many recognise numbers up to nine. They learn to use numbers in everyday situations. They show that they understand number, size and shape through practical activities, such as sorting and matching socks into pairs. Some children design and make complex symmetrical flower patterns from pegs showing good concentration and self motivation skills. Children develop their awareness of capacity as they count and fill jugs with sand.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Planned activities aid children to notice changes, such as discussing and observing the weather and growing plants. They ably build and construct with large and small bricks to extend their skills. Children talk about personal events in their own lives and are learning about the wider world and diversity through well thought out activities such as Chinese New Year. Children are progressing very well in ICT through a carefully well planned programme and varied artefacts and resources to explore.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children show a good awareness of basic hygiene and, through good discussions with staff, recognise the importance of staying healthy. They show confidence in controlling pencils and scissors to develop their manipulative and small muscle skills. There are good opportunities to develop their fine manipulative skills such as pegging socks on the line. However, opportunities to fully develop children's large physical skills in planned and spontaneous activities are not fully exploited.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children experience a good range of resources and activities to explore a variety of media and materials. They respond enthusiastically to new experiences such as making play dough. Children express their ideas freely and show enthusiasm at singing and story time. Role play activities are varied and interesting as boys dress up as pop stars, using dolls as guitars. They use their imagination well with a good range of resources and support to promote their imaginative skills.	

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

- provide opportunities for children to be given time to finish and complete an activity before changes in the sessions occur
- introduce a system to promote aspects of positive behaviour
- further develop the foundation stage profiles to include possible next steps in the children's development and learning.

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.