



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 148628

DfES Number: 519253

INSPECTION DETAILS

Inspection Date 22/03/2004
Inspector Name Joanne Graham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Toad Hall Nursery
Setting Address Edney's Hill
Wokingham
Berkshire
RG41 4DS

REGISTERED PROVIDER DETAILS

Name Mrs Maureen Ackroyd

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 Nursery is privately owned and opened in January 1995. It operates from two buildings within one site and is located in a rural setting. It serves the local and surrounding areas.

There are currently 146 children on roll. This includes 24 funded 3 years olds and 14 funded 4 year olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens five days a week all year round, with the exception of bank holidays and the Christmas period. The nursery is open from 08:00 until 18:00.

There are currently 30 staff who work with the children. Of whom 21 hold relevant early years qualifications and 8 are working towards a recognised early years qualifications. The setting receives support from teacher/mentor from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Toad Hall Nursery is acceptable and is of high quality overall. Children are making very good progress towards the early learning goals. All areas of learning are very good.

Teaching is very good. It is effective and stimulating with regard to the children's learning. Staff have a very good knowledge of the early learning goals and implement this well. Preparation of activities is very good and they have a wide range of varied resources. Staff extend children's skills and challenge and develop older and more able children effectively. They promote and develop the children's play during adult and child initiated activities. The children's behaviour is very good due to the high expectations and sensitive support of staff.

There is regular updating of the new assessment system by the key worker or deputy. However limited written evaluations, lack of short-term plans and little evidence of how the curriculum is brought to the outside, limits future planning for children's individual development needs. Support for children with special needs and English, as an additional language is very good and effective.

Leadership and management are very good. The deployment of staff ensures the children receive good support, continually developing their skills. Staff are clear about their roles and aims to extend the learning opportunities for the children. Staff are receptive to new ideas and challenges, which the children respond to positively. The management is able to identify the group's strengths and weaknesses, which contributes to the continuing progress of the children's development.

Partnership with parents is very good and contributes to the children's learning. Staff welcome parents into the setting and establish good relations with them, share their observations about their child and discuss their child's progress. There is frequent written correspondence and parent's evenings.

What is being done well?

- Children have an awareness of boundaries set and behavioural expectations of staff. They take turns, negotiate and share well. Children are confident to try new activities and are showing increasing independence, especially during snack time with pouring their choice of drink and selecting the snack.
- Children listen with enjoyment and respond well to stories. They show an interest in books and know how to handle them. Books are used effectively to reinforce the topic and for enjoyment. Children are confident to share their news. They are articulate, listen well and have consideration for the speaker.
- The children use mark making implements, construction sets and malleable materials with increasing control. They understand how to use the equipment

and tools safely. The children develop their skills to peddle, scoot, climb, balance, catch and throw regularly.

- Staff have a very good knowledge of the early learning goals which benefits the children's development in all areas of learning. Staff extend and support children and are aware of children's individual stages of development. Children's work is valued and displayed attractively. The children choose three activities on their individual play plan each session and staff support them with these choices.
- Parents have regular opportunities to exchange information about their child's achievements, which contributes to their continued learning. There is a parent's notice board, which contains details of the topic, and their child's chosen weekly individual play plans are available weekly. The group holds regular parent's evenings where parents can share observations with their child's key worker.

What needs to be improved?

- availability of short term plans and to include increased written evaluation and how the curriculum is carried outside.

What has improved since the last inspection?

Improvement since the last inspection has been very good. The group continue to progress and develop effectively in areas requiring action since the last inspection. They have addressed all points for consideration.

They plan letters of the alphabet for every month and incorporated within activities developing the children's language and literacy skills. Staff extend and develop these skills.

The nursery has appointed a special educational needs co-ordinator who has attended recent training. She shares this knowledge with the staff and they express any concerns to her. There is appropriate paperwork in place, which the parents are involved in, benefiting the child's continual development. They have recently updated the special needs policy and this includes the code of practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager to participate in planned activities. They respond positively to staff; they are forming good relationships with their peers. Children negotiate well with each other and behaviour is good. They take turns and show consideration for others, for example when sharing the computers. There is promotion of confidence and independence through organisation of resources, daily routines, experiences and good staff support. Staff help to develop children's sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen well to each other and the staff, showing awareness of the listener. They are articulate and confident speakers who engage easily in conversation. Children's contributions to circle time are encouraged and valued. Many of the children are beginning to recognise and write their own name. Staff reinforce and extend learning opportunities. The children enjoy sharing stories with staff and are familiar with how to handle books.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have access to a large and imaginative variety of resources to promote and develop their mathematical skills. The planning clearly demonstrates methods used to extend the learning of all the children. The children are able to recognise and name simple shapes. The older and more able children have effective challenge to continue progression. Staff create good opportunities for the children to problem solve within everyday play situations and to use a wide range of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show an interest in their surroundings, notice changes in the weather and ask questions about their observations. They have the confidence to share past and present events in their lives, and are supported by staff who extend this further. There is good evidence of the children having an understanding of their own culture and beliefs and those of other people. Children have the opportunity to use everyday technology regularly.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and imaginatively showing an awareness of space for themselves and for others in their physical play. They have access and opportunity to develop and extend their physical co-ordination in a variety of situations for example during outside play. They enjoy action rhymes and dancing, participating enthusiastically. Children handle tools, materials and objects safely and with increasing control. They have a wide range of opportunities to practice and refine their skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate in songs and rhymes eagerly. They enjoy the opportunity of free expression in role play developing their imaginative skills. There are many occasions for the children to use their imagination with art and craft activities. Their work is valued and displayed attractively. The children enjoy music and opportunities to explore sound. They enjoy learning through all their senses, especially with tasting foods and using the feely bag.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There is no significant weaknesses to report but consideration should be given to improve the following:
- develop systems to increase the availability of short term plans which include increased written evaluation and demonstrate how the curriculum is carried outside.

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.