



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY231585

DfES Number: 595503

INSPECTION DETAILS

Inspection Date 10/01/2005
Inspector Name Judith, Mary Butler

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Toad Hall Nursery
Setting Address Parlaunt House, Parlaunt Road
Langley
Slough
Berkshire
SL3 8BB

REGISTERED PROVIDER DETAILS

Name Carerom Ltd 03614275

ORGANISATION DETAILS

Name Carerom Ltd
Address 3rd 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 nursery opened in 2002. It is one of 16 nurseries run by Careroom Limited. The nursery operates from a building in Langley, Slough. A maximum of 52 children may attend at any one time. The nursery is open each week day from 08.00 until 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 51 children aged from 3 months to 5 years on roll. Of these, 16 children receive funding for nursery education. Children attend from the local surrounding area. The nursery currently supports a number of children with special educational needs, and also supports a number of children with English as an additional language.

The nursery employs a total of eight staff who work directly with the children. The manager and all staff hold relevant early years qualifications to level 3. A further two staff members are employed to provide lunchtime cover.

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

How effective is the nursery education?

Toad Hall Nursery provides acceptable nursery provision and is of good quality over all. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff have a sound knowledge of the Foundations Stage. All staff are involved in the planning process and take responsibility for putting the final product together. Staff are not always prepared with the correct resources to follow the planning documents and they miss opportunities to offer children a varied and exciting curriculum. Children are sometimes required to sit for long periods in a range of group activities. A key worker system is in place and staff undertake daily observations of children's participation and development through the activities offered. Children with special educational needs and those with English as an additional language receive support from staff within the setting. Staff form good relationships with the children, they treat them with kindness and respect.

Leadership and management are generally good. Staff are aware of their roles and responsibilities within the setting. An annual appraisal system is in place where staff have the opportunity to identify their strengths, weaknesses and training needs. Staff hold meetings to discuss planning, individual children and nursery routines. Staff evaluate the planned activities, however, they do not record if the expected learning outcome is met or use the evaluation to inform future planning.

Partnership with parents is very good. Parents receive good information about the nursery through the prospectus, parents' notice board and regular newsletters. Staff and parents verbally exchange information about the children each day. Twice annual parents evenings are held and parents may make an appointment to discuss their child's progress with the key worker.

What is being done well?

- Staff provide children with opportunities within the daily planning to develop their gross motor skills. The use of a large room within the building in bad weather enables children to access a good range of large equipment to further develop their skills in climbing, pedalling, pushing and crawling over under and through.
- Parents receive good information about the nursery and its routines, policies, procedures and curriculum through the prospectus and parents' notice boards. Staff provide parents with an information leaflet relevant to the current theme giving parents activities, songs and ideas on how they can become involved with their child's learning at home.
- Children communicate well to each other and adults within the setting. They are becoming aware of the speaker and many are able to take turns in listening and speaking in small and large group situations. They explore new

words and are keen to extend their vocabulary.

What needs to be improved?

- planning, to ensure that staff are properly equipped with the correct resources to offer children stimulating and fun activities as reflected in the planning documents, and to further develop these to record extension activities for older, more able children
- evaluation, to formally record whether the expected learning outcome has been met and use to inform future planning
- routines, to ensure children are not required to sit in group times for long periods and have opportunities to access a range of toys, activities and resources
- regular opportunities for children to mark make and practise their emergent writing skills through practical activities.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children leave their main carer with ease and many are able to select the toys and resources from the range put out. Staff miss opportunities to encourage the children to select their own toys and resources from the low shelving around the room. Children are developing their independence skills. Staff encourage the children to build on these skills by assisting in daily tasks, for example, laying the table. Children relate confidently to each other and adults.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate and listen well to each other and adults, most are able to take turns in listening and speaking in group situations. Children are beginning to understand that print carries meaning and many recognise their own names. They enjoy stories and handle books with care. Children mark make through use of paints, chalks and writing materials in set activities. Staff miss opportunities to further develop these skills through everyday activities for example writing orders in the café.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children are able to count up to and beyond 10, many are able to recognise numerals from 0 to 9. Staff miss opportunities to encourage the children to use simple calculations through practical activities, for example when calling the register. Children use mathematical language within their play, for example bigger and longer. Staff provide children with opportunities to develop their matching and sorting skills through a range of equipment such as compare bears.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children talk with confidence about events that have happened in their personal lives. Staff provide children with opportunities to look at the cultures and traditions of other people through a variety of themes and topics. Children have access to a computer within the daily routines and are competent in their use and control of the mouse. Staff are not always prepared with the correct materials to complete planned activities and develop children's use of their senses.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Staff provide children with an interesting and stimulating range of equipment to develop their gross motor skills both outside and inside the nursery building. Children show good coordination and spatial awareness and move with confidence around all areas of the nursery. They are becoming aware of the importance of personal hygiene and are developing their self care skills. Many children are able to use a range of tools safely and with control, for example scissors, knives and brushes.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children respond enthusiastically to new experiences and are confident in communicating their thoughts and feelings to both small and large groups. They have opportunities to sing and choose the songs they wish to hear. They particularly enjoy the music and movement session. Children are able to express themselves freely through sand, water and painting activities. Staff miss opportunities to provide resources to further develop children's imagination through role play.

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

- develop the planning and organisation, to ensure that staff are properly equipped with the correct resources to offer children the stimulating and fun activities as reflected in the planning, and further develop these to record extension activities for older, more able children
- extend the evaluation process, to formally record if the expected learning outcome is met and use this to inform future planning
- ensure children are not required to sit in group times for long periods and that staff encourage and offer children opportunities to freely access a range of toys, activities and resources.

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.