



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 120286

DfES Number: 548239

INSPECTION DETAILS

Inspection Date 10/06/2003
Inspector Name Helen Hudd

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Toad Hall Nursery Ottershaw
Setting Address The Old School House
Brox Road, Ottershaw
Chertsey
Surrey
KT16 0HH

REGISTERED PROVIDER DETAILS

Name Carerom Limited

ORGANISATION DETAILS

Name Carerom Limited
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 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

Toad Hall Nursery opened in 1997. It operates from four rooms within an old school house building in Ottershaw, and children are grouped according to their age. Children attend mainly from the local area.

The nursery currently has 71 children on roll, from three months to five years old. This includes 14 children who are in receipt of the Nursery Education Grant funding.

Opening hours are 08.00hrs to 18.00hrs, Monday to Friday, for 51 weeks a year.

Nine full time, and one part time staff work with the children; of these, eight have an early years qualification and one is working towards one. Ongoing training opportunities are accessed via the Early Years Development and Childcare Partnership, and the nursery receives support from a qualified teacher.

How good is the Day Care?

The nursery provides satisfactory care for children. The staff receive regular supervision from the manager and personnel records are well organised. Equipment is stored accessibly in clearly labelled boxes. However, the space and resources are not always utilised effectively and opportunities to create a welcoming environment are missed. All the relevant documentation is in place, although some lacks the necessary detail.

The nursery premises are safe and secure. Children are provided with healthy meals, however, fresh drinking water is not always available to them. Staff act appropriately when children become ill. The nursery provides positive reflection of race, culture, language and disability so that children gain an awareness and understanding of the differences within society. The nursery does not work to the Code of Practice for the Identification and Assessment of Special Educational Needs, and some staff have limited knowledge of the Area Child Protection Committee procedures.

The variety of activities and play opportunities accessible to the children is sometimes limited. Most staff manage children's behaviour appropriately, although some are unclear about the behaviour and sanctions policy.

The nursery provides regular feedback to parents via newsletters, daily communication books and the notice board. It requests feedback from parents which is used to evaluate and improve the provision.

What has improved since the last inspection?

At last inspection the nursery agreed to provide more toys, equipment and resources in the toddler and pre-school areas, and to comply with the fire officer's recommendations. A sufficient range of equipment is now available, but is not always accessible to the children. Fire safety standards are now being met.

What is being done well?

- The nursery premises are safe and secure, and a record of all visitors is maintained.
- The nursery provides healthy meals for children.
- The nursery provides regular written feedback to parents, and requests information from them to help evaluate the provision.
- Staff act appropriately and in the child's best interest, when a child becomes ill.

What needs to be improved?

- the maintenance of correct staff: child ratios at all times;
- organisation of space and resources;
- the variety of activities and play opportunities provided;
- cleanliness of the equipment;
- the numbers of children in individual group rooms at arrival time;
- children's privacy in toilet areas;
- provision of fresh drinking water;
- the equality statement and staff's understanding of equal opportunities issues;
- staff's understanding of the Code of Practice for the Identification and Assessment of Special Educational Needs;
- the behaviour and sanctions policy, and staff's understanding of it;

- staff's knowledge of the Area Child Protection Committee procedures.

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
2	ensure that staff:child ratios are met at all times	10/06/2003
2	ensure that space and resources are organised to meet children's needs effectively	01/11/2003
10	ensure that regard is given to the Code of Practice for the Identification and Assessment of Special Educational Needs	01/11/2003
13	ensure that all adults looking after children in the provision are able to put the Area Child Protection Committee procedures into practice.	01/11/2003

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

Std	Recommendation
3	ensure that a sufficient variety of activities and play opportunities are accessible to all children
4	ensure that the equipment is kept clean at all times
4	ensure that minimum space standards are adhered to in all areas
7	ensure that children's privacy is respected in toilet areas
8	ensure that fresh drinking water is always available to children, including at mealtimes
9	evaluate the equality statement, to ensure that it contains the necessary detail about how anti-discriminatory practice is actively promoted by all staff

11	evaluate the behaviour and sanctions policy, and ensure that behaviour is managed in a way which promotes children's welfare and development.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Children's progress towards the early learning goals has significant weaknesses.

There are significant weaknesses in personal, social and emotional, communication, language and literacy, knowledge and understanding of the world and physical development. Progress in mathematics and creative development is poor. Children have positive dispositions and are self-motivated especially in 'free play' sessions. Good relationships are developed between children and staff. There are limited opportunities created to develop personal independence. Space is limited and high noise levels in the shared room causes distractions and does not aid listening and concentration skills. Opportunities are missed to increase language, literacy and writing skills. There are limited opportunities to develop an awareness of other cultures. An outside play area is available to develop gross motor skills however the resources are limited, especially for older children, to develop balancing and spatial skills. Use of small tools i.e. scissors, pencils is limited. Opportunities to develop number counting, maths language, problem solving and expression of self through art, music is limited.

Staff relationships with the children is good, however their knowledge of teaching and implementing the early learning goals has significant weaknesses. New, well-presented resources and teaching plans are available to support promotion of the early learning goals but the quality of teaching and session structure does not support these.

There are significant weaknesses in the setting as it does not effectively monitor and evaluate the nursery education it provides. The settings overall leadership and management structure is new and they have already identified significant weaknesses and changes are already being implemented.

Partnership with parents is generally good and the setting ensures that information is provided to parents in the form of newsletters and a notice board.

What is being done well?

- Staff have a good relationship with the children and children have good relationships and are interested in playing with other.
- A wide range of new resources are available, well labelled and at a low height.
- Planning has been developed and implemented effectively it will cover teaching all areas of the early learning goals.

What needs to be improved?

- staffs knowledge of the early learning goals and stepping stones so that they can effectively teach the children and implement planning in all areas of learning:
- the use of resources to support children's learning and development;
- opportunities for children to develop their personal independence in daily routines and activities;
- opportunities for children to develop an awareness of their local community and other cultures.

What has improved since the last inspection?

There has been limited improvements since the last inspection. There are now a greater range of resources to support most areas of learning, these are labelled and well presented and on a low shelving however they are ineffectively used. Planning is now being developed and covers all areas of learning however teaching skills do not support them and they are not always followed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have a positive disposition and attitude, they interact with each other and are self motivated. Children are aware of the daily routines. Personal independence is not always developed. Staff often do things for the children rather than letting them develop these skills. Children are not always encouraged to sit and concentrate, they are distracted by the noises of the adjacent areas. Opportunities to develop cultural awareness and a sense of community are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Staff make plenty of general conversation with the children. Interaction is generally positive and friendly. Limited opportunities are available for children to develop writing skills or use a variety of writing tools. There are also limited opportunities to sound out letters and link sounds with words.

MATHEMATICAL DEVELOPMENT

Judgement: Poor

Planning and a range of resources are available to teach mathematics however staff do not implement these effectively as their knowledge of this early learning goal is limited. They miss opportunities that present themselves to develop number skills, such as counting up to ten, comparing, adding, subtracting and problem solving in every day activities. Opportunities to develop mathematical language and positioning with children is not always observed or developed by the staff.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Planning and some resources are present to support children's learning about knowledge and understanding of the world however, staffs knowledge of teaching and implementation of the plan is limited. Children's opportunities to develop an awareness of other cultures are limited.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Although available within the setting children have very limited opportunities to use tools and materials - scissors, pencils and play dough were available in a cupboard but these are not readily accessible or sought by the children. There is an outside area for play and gross motor development. Equipment for older children is limited for developing balancing skills, over, under, through as the equipment outside is primarily geared to the younger children.

CREATIVE DEVELOPMENT	
Judgement:	Poor
Limited opportunities are available for children to develop and explore media and different materials. Children are given limited opportunities to express and develop themselves through art, design, music and malleable materials.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve staffs knowledge of the early learning goals and stepping stones so that they can effectively teach the children and implement planning in all areas of learning;
- ensure that planning and resources are effectively implemented to support the learning of all the early learning goals, especially in mathematics and creative development;
- ensure staff encourage and provide children with opportunities to develop their personal independence;
- increase opportunities for children to develop an awareness of their local community and other cultures.

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.