



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 117243

DfES Number: 515707

### INSPECTION DETAILS

Inspection Date 10/04/2003  
Inspector Name Karyn Yarnold

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Toad Hall Pre-School  
Setting Address St Gabriels Church Hall  
Hyde Park Road  
Plymouth  
Devon  
PL3 4RJ

### REGISTERED PROVIDER DETAILS

Name The Committee of Toad Hall Pre School Committee

### ORGANISATION DETAILS

Name Toad Hall Pre School Committee  
Address 32 Whiteford Road  
Mannamead  
Plymouth  
Devon  
PL3 5LX

## 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 Pre-School opened in the late 1960s and moved to its present premises in 1997. It operates from a large church hall in a residential area, approximately two miles from the centre of the city of Plymouth.

There are currently 63 children aged from three to five years on roll. This includes 51 funded three and four year olds. Children attend a variety of sessions. Two children have special needs and the group supports three children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.15am to 11.45am on Monday, Tuesday, Thursday and Friday and from 12.45pm to 3.15pm on Monday, Tuesday, Wednesday and Friday.

Eight staff work with the children, all of whom have early years qualifications. There is one book keeper.

The pre-school is a member of the Pre-school Learning Alliance. It has achieved an Early Years Development and Childcare Partnership Kite Mark and receives teacher support from the Partnership.

### How good is the Day Care?

Toad Hall Pre-school provides good quality care overall for children aged from two to five years. The organisation of the setting is good and children are well cared for, with individual needs being met.

Staff foster good relationships with the children, who are very happy and settled.

Procedures are in place that ensure children are safe and hygiene practices are good. The setting has detailed policies which staff actively follow.

The setting provides a wide range of interesting and exciting activities which contribute towards children's development and progress towards the early learning

goals. Staff ensure that children with special needs or English as an additional language, are fully included in activities. Adult initiated activities are provided, alongside child chosen activities.

There are clear daily routines for registration, circle time, free play and story time.

The staff team is well established and all staff are involved in the day to day planning of activities and events. There is a keyworker system.

There is a good partnership between parents and staff. Children's progress is monitored by the keyworkers and shared with parents. Parents are regularly invited to be part of their children's learning within the setting and good systems are in place for exchanging information.

### **What has improved since the last inspection?**

At the transitional inspection, the provider agreed to include bullying in the behaviour management statement and to include arrival and departure times for children attending the setting. The person in charge needed to obtain a level three qualification.

The person in charge has been unable to access suitable training and is now planning to use assessment of their prior certificated and experiential learning (APEL) to achieve a level three qualification.

The behaviour management statement has been reviewed and now includes bullying, and departure times of children are recorded.

### **What is being done well?**

- There is a high adult to child ratio and staff regularly attend relevant childcare training. (Standard 2)
- Staff have very good relationships with children. They spend a lot of time talking and playing with them, helping them to learn. (Standard 3)
- Despite the lack of an outdoor play area, the setting provides adequate and enjoyable physical activities for children and occasional visits to local shops are planned. (Standard 3 and 4)
- Children have access to a varied and well planned programme of activities, including those which reflect diversity and have regard to equal opportunities. (Standard 3 and 9)
- Staff use available space and resources effectively. (Standard 4)
- There is a large and varied selection of toys and equipment. (Standard 5)
- Staff give high priority to children's safety and hygiene. (Standard 6 and 7)
- All children are included in activities and staff adapt activities to include children for whom English is a second language. (Standard 9 and 10)

- There is a good system for sharing information with parents, who are encouraged to be part of the setting by being invited to share their individual skills. There is a strong partnership between staff and the management committee.(Standard 12)

**An aspect of outstanding practice:**

The setting has an excellent procedure for the identification of children with special needs including special educational needs and disabilities. Staff are pro-active in supporting identified children, liaising with appropriate outside agencies for advice and guidance and providing specialist programmes at the setting. This is particularly apparent for children who have communication difficulties, or for whom English is an additional language. Staff work very closely with parents who are given regular progress reports.

**What needs to be improved?**

- the qualification of the person in charge. (Standard 1)
- the procedure for ensuring all staff are clear on child protection procedures and that there are arrangements to share child protection procedures with parents. (Standard 13)

**Outcome of the inspection**

Good

**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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
1	Ensure that the person in charge goes through an assessment of their prior certificated and experiential learning (APEL), when available, to demonstrate, experience, training and qualifications.
13	Improve staff awareness of child protection procedures, to include procedures in the event of an allegation being made against a member of staff or volunteer.

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

### How effective is the nursery education?

Toad Hall offers good quality nursery education where children enjoy learning through a wide range of interesting activities. Clear planning and effective teaching helps all children to make generally good progress towards the early learning goals. Children make very good progress in both personal, social and emotional development and creative development.

The quality of teaching is generally good with some very good aspects. The key strengths in many areas of learning are due to the skilful interactions of the staff in engaging the children in activities and in fostering their ability to work independently. Staff's sound knowledge of the early learning goals enables them to plan an interesting and varied programme that includes a good range of meaningful activities. Fuller evaluation and some re-organisation of the session as a whole would further extend children's learning. Staff are good role models for children, and children respond well to their guidance, showing consideration and kindness to others. Children who have special educational needs, or for whom English is an additional language, have their needs particularly well met.

Leadership and management are generally good with some very good aspects. The significant experience of the leadership team, and the longstanding nature of the staff group as a whole, brings a strong sense of consistency to the setting. The committee and chair give the group particularly effective support. An increased responsiveness to identified weaknesses would further improve provision for the children.

Partnership with parents is very good. An effective system for the exchange of information about children's progress is in place. Information about the setting as a whole, including weekly plans, is readily available. Support for parents whose children have special educational needs, or for whom English is an additional language, is very strong.

### What is being done well?

- - Staff work well as a team to plan varied and interesting activities for the children across the six areas of learning. They regularly observe what children do and use this information to further inform their planning.
- - Children behave well, treat each other with consideration and respect, and have a clear understanding of right and wrong as a result of the staff's consistent approach to behaviour management.
- - Children who have special educational needs or for whom English is an additional language have their individual needs very well met.
- - Staff work hard to ensure a good flow of information between themselves and parents about children's progress in the setting.

- - Children have many opportunities to extend their creative skills through exciting activities that are often linked to the celebration of festivals from different cultures.

#### **What needs to be improved?**

- - the organisation of the session as a whole to assist more able and older children in remaining focussed during activities.
- - children's access to their Key Worker.

#### **What has improved since the last inspection?**

The nursery has made very good progress since the last inspection. The system for recording children's progress has improved through the use of 'All About Me' books which are easily accessed by parents. A formal staff appraisal system has been introduced and recently implemented, enabling the leadership to identify further training needs within the staff group.

The quality of provision in a number of the six areas of learning has improved since the last inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. They show kindness and consideration to each other and to adults. They select activities independently and with ease and are interested and involved in their play. They respond well to the clear boundaries set for their behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication language and literacy. They speak confidently in large groups. Many children develop their reading skills well as they absorb themselves in books and see familiar words around the room. They recognise their name, and have a number of opportunities to practice writing in meaningful activities. Opportunities to link letters and words could be increased.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematical development is generally good. They are confident in counting, with many children able to count beyond ten. They have a good awareness of the comparative language of shape, space and measure. Opportunities to use the language of addition and subtraction are not always taken up.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children learn about the natural world through varied and interesting activities. They develop a good understanding of difference through the many opportunities to learn about other countries, races and cultures presented to them. They do not have access to information technology at the setting.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in physical development. There is a varied programme of physical activity sessions, and children make good use of equipment during the free play elements of the session. Children have infrequent access to outside space.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children make very good progress in creative development. An exciting programme of activities allows them to increase their designing and making skills. They select and use tools and equipment with confidence. They enjoy music and nursery rhymes.

**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**

- - evaluate and improve the organisation of the session as a whole to give children greater access to adult input and to ensure all children's interest is sustained throughout the session.
- - increase children's access to their Key Worker, ensuring that opportunities to further extend their learning and its assessment are fully taken up.

*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.*