



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY219283

DfES Number: 542311

INSPECTION DETAILS

Inspection Date 24/02/2005
Inspector Name Patricia Mary Champion

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Toad Hall Day Nursery Ltd.
Setting Address @ Wyburns Primary School
Nevern Road
Rayleigh
Essex
SS6 7PE

REGISTERED PROVIDER DETAILS

Name Toad Hall Day Nursery Ltd. 4078103

ORGANISATION DETAILS

Name Toad Hall Day Nursery Ltd.
Address @ Wyburns Primary School
Nevern Road
Rayleigh
Essex
SS6 7PE

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 Day Nursery is privately owned and opened in 2002. It operates from four rooms in a purpose built facility within the grounds of Wyburns Primary School in Rayleigh. All children share access to a secure enclosed outdoor play area. A maximum of 76 children may attend the nursery at any one time. The nursery opens five days a week all year round, apart from public holidays. Operating times are from 07:00 until 19:00.

There are currently 154 children aged under five years on roll. Of these 40 children receive funding for nursery education. Children attend for a variety of sessions or full day care. The nursery serves the local community and surrounding areas. The setting supports a small number of children who have special needs or who have English as an additional language.

The nursery employs 22 staff. Sixteen of the staff, including the manager hold early years qualifications to NVQ level 2 or 3. Two members of staff are currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP), the Pre School Learning Alliance (PSLA), The National Day Nurseries' Association (NDNA) and the Rayleigh Cluster Group.

The staff support children's learning by using traditional teaching methods. They use some Montessori equipment.

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

How effective is the nursery education?

The provision for nursery education at Toad Hall Day Nursery is good. It enables children to make very good progress in their physical development and generally good progress in all other areas of learning.

The quality of teaching is generally good. The staff are developing a sound understanding of the Foundation Stage and provide a good range of purposeful activities, which support children's learning across the curriculum. The written planning and assessment cycle is thorough and links directly to all areas of learning. Good relationships exist between children and staff. The adults are good role models and work directly with the children using praise and encouragement. Most of the children behave well and are busy and interested as they play and learn. However, the older or more able children are offered insufficient challenge to sustain their interest and opportunities to maximise children's learning are not fully exploited during snack and circle time. A system is in place for children with special needs.

Leadership and management are generally good. The manager and deputy give positive direction for the care and education of all children. Regular team meetings are held and staff appraisals are undertaken. A strong team spirit is developing and staff are committed to their continuing professional development. The premises are well maintained and the management are developing the range of resources. There are constraints regarding displaying children's artwork and the staff are not yet making full use of the Montessori resources.

The partnership with parents is generally good. They have access to good quality information about the setting and are kept informed of their child's progress.

What is being done well?

- There is an excellent programme for physical development. The outdoor area has been imaginatively developed with climbing apparatus and an all weather play surface. This allows children to play outside throughout the year. During poor weather the staff clear away equipment and provide space indoors for children to take part in energetic movement such as playing circle games or follow the leader.
- The key worker system is very effective. The staff know the children extremely well. They observe and assess the children's progress and achievements and use their observations to inform the planning. The children's developmental records cover all areas of learning and detail their progress towards the early learning goals.
- An impressive staff training programme has been developed. Regular in-house training is delivered at staff meetings and staff are encouraged to attend one day courses or training seminars organised with the Rayleigh

cluster group. The range of training covers all aspects of the children's care and education

What needs to be improved?

- the use of resources to maximise children's learning
- the grouping and organisation of children at snack time or circle time
- the challenge offered to the older or more able children.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are extremely confident and curious about visitors and new experiences. They mostly play co-operatively by taking turns, sharing equipment and showing concern for younger children. Friendly relationships are formed with their peers and the staff team. Children show a pride in their achievements and confidence in their self-care by independently using the toilet, pouring drinks and helping to tidy up. Due to insufficient challenge older children sometimes lose interest in the activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak extremely confidently to staff and visitors. A variety of resources and materials are provided for mark making; children practice emergent writing in their role play and are starting to write their names. Children listen to stories with enjoyment and handle books carefully. They are starting to link sounds to letters. Labels in the environment help them to recognise familiar words. However, there are missed opportunities for children to recognise their name.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count up to ten and higher with support. They use scales to weigh items when cooking and explore volume and capacity in sand and water play. Children use mathematical language to describe position, opposites, size and quantity. They recognise shapes, sort blocks to make steps and can recreate patterns. They are starting to learn about calculation by singing number rhymes. However there are missed opportunities for children to explore calculation during the everyday routine.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy taking part in cooking or making play dough. They observe changes in the weather, the days of the week and months of the year. Children are interested in finding out how and why ice forms in very cold weather. They practice their computer skills with pleasure and celebrate some festivals from around the world. Children make models using construction toys; there are fewer chances for children to select tools to assemble and join materials or to observe items through magnifiers.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show a good awareness of space, moving confidently within the premises and outdoors. There are excellent opportunities for large scale and energetic movement using large play apparatus. Children learn about a healthy lifestyle and the effect exercise has on the body through topics and everyday routines. They have very good opportunities to manipulate dough by kneading and squeezing. Children show good control while tracing, hold pencils correctly and use scissors safely.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children recognise colours and enjoy making Mother's Day cards during adult-led activities. There are planned opportunities for children to paint and explore different textures such as shaving foam or gloop. However, there are fewer chances for children to select art and craft resources for themselves. Children really enjoy using their imagination during role-play and when using small world toys. They are very interested in the way musical instruments sound and enjoy singing favourite songs.

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

- review the use of resources to maximise children's learning, particularly with regard to giving children more opportunities to select art and craft materials for themselves, recognise their name or explore calculation. Consider how more effective use could be made of the Montessori equipment
- review how large group activities such as snack time or circle time are organised to ensure that this time is used effectively to enhance children's learning
- review planning to ensure that activities provide sufficient challenge and sustain interest for the older or more able children.

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.