



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY274840

DfES Number: 532967

INSPECTION DETAILS

Inspection Date	21/02/2005
Inspector Name	Judith Mary Scott

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Toad Hall Nursery
Setting Address	74-76 Bridge Road Chessington Surrey KT9 2ET

REGISTERED PROVIDER DETAILS

Name	Carerom Ltd 03614275
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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 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, Chessington, opened in September 2003. The nursery is located in ground floor premises in a converted church in Chessington, Surrey. It consists of four playrooms (two of which are the Baby Unit), a kitchen, an office, storage, laundry, staff and toilet facilities, plus two enclosed outside play areas. A sensory room is being developed.

There are currently forty five children aged from three months to under five years on roll. This includes seven funded three year olds and two funded four year olds. Children attend a variety of sessions. At present, there are no children with special needs and no children who speak English as an additional language.

The nursery opens five days a week, fifty one weeks a year. Sessions are from 8.00 to 18.00. It serves the local community.

Eight full time members of staff work with the children. Six are qualified to B.Tech, DCE, DNN and NVQ level 2 and 3 and two staff are currently working towards a recognised early years qualification. The nursery also employs a cook and two lunch cover staff.

The setting receives support from the Early Years Development and Childcare Partnership, the Pre-School Learning Alliance and the National Day Nursery Association.

How good is the Day Care?

Toad Hall Nursery, Chessington provides good quality care for children.

The nursery offers a warm, friendly, child focused environment for children and their families. The organisation and accessibility of space, resources and materials allow children to move around, make choices and play comfortably. The effective deployment of staff using a key worker system leads to positive and consistent care for the children who seem happy and settled. Staff take a warm and caring approach

and build good relationships with the children. There is a daily routine that is organised but flexible and includes free play and planned activities, indoors and out, naps and meal times. Staff demonstrate a good awareness of safety issues inside and outside the provision and there are plans to improve the toilet facilities. Effective systems for security are in place including the safe arrival and collection of children. Staff encourage general good hygiene routines.

A range and balance of play activities and learning opportunities are provided that are suitable for each child's age and development. Emphasis is placed on encouraging pre-school, language and social skills. Curriculum activity planning, developmental records and evaluation continues to be developed. Babies and toddlers are in a bright, secure and interesting environment that allows sufficient space for stimulating activities and experiences. There is a selection of toys, books, resources and play materials that support the needs of children and offer opportunities for creative, imaginative, constructional, physical and social play. There is also an appropriate range of childcare equipment and furniture.

The nursery aims to work in partnership with parents and respect their wishes. Good communication is felt to be essential and there is a regular exchange of verbal information, plus daily report sheets for children under three. Records are generally well maintained, however, some systems lack the required details.

What has improved since the last inspection?

Not applicable

What is being done well?

- A balance of suitably qualified staff is maintained. Registers are kept so that children are carefully monitored and their safety well supported.
- Many instances of positive interaction observed between staff and children with plenty of affection, reassurance and attention. The staff are responsive to children's needs and involve themselves in their play and discussion using praise and encouragement.
- Space and resources are utilised and well organised to meet children's needs.
- Children are interested and involved in the activities provided and play happily with opportunities to explore and investigate. They relate well to each other and adults.
- Provision for children under two is good. Staff give attention to meeting babies' individual needs for eating and sleeping and to exchanging information with their parents. Space is utilised and well organised to meet children's needs.
- Effective arrangements are in place to meet children's specific and special dietary needs and positive attitudes are demonstrated towards caring for children with special needs.

- Staff manage children's behaviour in a caring and consistent manner, giving clear boundaries and using suitable and age appropriate strategies. Children behave well and respond to the staff's requests and guidance. Good behaviour is valued and encouraged. They are encouraged to share, take turns and tidy up after play activities
- Staff aim to be friendly and approachable and build good relationships with parents.

What needs to be improved?

- the continued development of an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice,
- the extension of the lost and uncollected children procedures, the display of evacuation procedures, the maintenance and detail of the accident and incident records and the formalisation of a confidential incident recording system.

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
14	Ensure the accident and incident records include all relevant details and signatures, a confidential incident recording system is formalised, evacuation procedures are displayed and the procedures for lost and uncollected children are extended.

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

How effective is the nursery education?

Toad Hall Day Nursery provides education where children are making generally good progress towards the early learning goals. Very good progress is made in personal, social and emotional, mathematical, creative, physical development and knowledge and understanding of the world.

Teaching is generally good. Staff provide activities that make learning fun, they organise the environment well to ensure children can access all areas independently to enable their own learning. They provide a good range of sensory and tactile experiences for the children to explore in a dedicated creative area. They are deployed well and ensure that children receive sufficient attention and support in their play.

Staff are competent at managing children's behaviour and set realistic boundaries, they have excellent strategies to build on children's self esteem and ensure that they are settled well. Staff do not extend pre-reading and pre-writing skills for more able children. Observations and assessments are not used to aid planning for children's individual needs. Staff have an understanding of children with identified special needs and set realistic goals that are reviewed regularly.

Leadership and Management is very good. The management team is committed to providing good quality education and identified areas in which they are currently developing which includes the systems for monitoring and evaluating the education. The staff team works well together and ensures the smooth running of the setting.

The partnership with parents is very good. They can actively take part in their children's learning. Newsletters provide information of topics, forthcoming events and planning. Information is given regarding the early learning goals and the impact it has on children's development.

What is being done well?

- Staff interact with the children well. They are constantly playing with and questioning children. They set a good example for children to follow and reinforce good behaviour at all times. Staff ensure that the environment is welcoming to all through bright displays, good organisation of activities and a cheerful disposition.
- Children make very good progress in personal, social and emotional development. Staff endeavour to make children feel secure and confident, they constantly praise them and encourage them to try new activities. Children have built strong friendships with their peers and adults and play well together and take turns during activities.
- Staff organise and plan the environment well to enable children to access

activities independently especially within the programme of creative development. They plan a wide range of exciting sensory and tactile activities to capture children's interest and make learning fun.

What needs to be improved?
<ul style="list-style-type: none">● the promotion of pre-reading and pre-writing skills for more able children.● the use of observations and evaluations of activities to inform planning for the next stage in children's individual development.● the system to monitor and evaluate the education provided.

What has improved since the last inspection?
Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Behaviour is good with staff providing consistent and realistic boundaries. Staff create a happy relaxed environment. Children relate well to everyone and can take turns during games and activities. They are confident and motivated and concentrate well on chosen activities. Independence and self help skills are developed through everyday activities such as serving food and dressing. There are good opportunities to explore and understand cultures and beliefs and the needs of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Communication skills are good. Children are keen to express ideas and feelings. They enjoy looking at books and having stories read to them and remember familiar story lines. There are limited opportunities for more able children to practise pre-reading and pre writing skills. They have good access to materials to write for a variety of purposes, for instance making lists and in the role play area.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use fingers and objects to develop counting skills. They recognise written numbers and use them for labelling. Staff provide activities to compare weight and height and children are able to extend on this by recording what they have seen. Children know shapes and size and use mathematical language to compare sizes or for simple calculation. They practice making patterns during threading and painting activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide good activities to promote an awareness of cultures. They benefit from regular visitors e.g. the librarian. They explore a range of programmable equipment and question why and how things work. They explore and investigate with all their senses using resources such as binoculars and bug boxes. They have an awareness of the natural world by observing, growing and planting and exploring the life cycles of animals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and co-ordination and are adept at using climbing apparatus, slides and wheeled toys. Their manipulative skills are well developed, they experiment with malleable materials such as play dough and corn flour and are skilled at threading and using pencils and paintbrushes and cutlery. They learn about the importance of staying healthy and safe and know how the body works.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Role-play is used to act out children's imagination and real life experiences. They draw pictures to represent their families or animals. They enjoy singing familiar songs, and have opportunities to experiment with musical instruments and take part in dance imaginatively. Sand and water are provided regularly. Painting, sticking and other creative activities are organised so that children can use their imaginations.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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 staffs knowledge and understanding of how to promote pre-reading and pre-writing skills to help progress more able children.
- Improve the current system to use observations and evaluations of activities to inform planning for the next stage in children's individual development.
- Devise and implement a rigorous system to monitor and evaluate the education provided.

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.