

Toad Hall Nursery (Ripley)

Inspection report for early years provision

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Inspection date

21/02/2011

Inspector

Amanda May

Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Toad Hall Nursery, Ripley was registered in 1999. It is one of 16 nurseries owned by the Careroom Ltd chain of private day nurseries. The nursery operates from a purpose built building situated in the grounds of Ripley Church of England School in Ripley near the town of Woking in Surrey. The nursery is open each week day from 7:30am to 6:30pm for 51 weeks of the year. Children have access to two secure and enclosed outdoor play and learning areas. They are cared for in one of four groups within two base rooms; babies and young toddlers, and older toddlers and preschool.

The nursery accepts children from three months to under five years of age. The nursery welcomes children with special educational needs and disabilities and children who speak English as an additional language. Children may attend for a variety of sessions and most come from the local community.

There are currently 10 staff employed to work with the children. Of these seven hold relevant early years qualifications and all hold current first aid certificates. The setting receives support from the local authority child care services.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making sound progress in their learning and development in relation to their starting points. However, some staff lack a full understanding of how they can support children in making their next steps in learning and therefore limited information is shared between staff, parents and other early years settings to help children continue to progress. In the majority of cases children feel safe and secure in the care of the adults around them, although sometimes how staff deploy themselves is not conducive to supporting babies and young children in their specific individual needs. Effective procedures are not fully in place to ensure that the registered provider shares relevant information concerning new staff and managers with the relevant authorities and as a result a regulation has been breached. The methods in place to promote future improvement are strong and the manager demonstrates ambitious plans to ensure that areas which are weaker can be quickly identified and addressed.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters,

07/03/2011

including any change to the person who is managing the early years provision (Suitable People) (Early Years Register, compulsory part of the Childcare Register, voluntary part of the Childcare Register).

To further improve the early years provision the registered person should:

- enhance systems for monitoring children's development to ensure that observations are used to plan future activities which will support children in making their next steps in learning
- develop ways of supporting children in their awareness of their own cultures and beliefs and extend opportunities for children to develop and use their home language in their play and learning
- improve ways to utilise the information gained from parents and other early years providers to support children's learning, such as discussing observed interests and achievements and planning future activities to extend them
- improve staffing arrangements around meal and snack times to ensure staff can act as positive role models and promote meaningful discussion and high quality interaction with babies and children.

The effectiveness of leadership and management of the early years provision

Children are effectively kept safe as they attend the nursery and staff demonstrate a good understanding of potential risks and how these can be minimised. Staff have a good awareness of issues surrounding safeguarding children and are knowledgeable about the procedures to follow if they had concerns about a child. Recruitment procedures are robust in the majority of instances; however, the registered provider has failed to ensure that details of the new manager have been passed to Ofsted for relevant suitable person checks to be conducted. As a result a regulation has been breached. This failing however, has not had a negative effect on the children who attend and recruitment checks for all other staff are very effective. Risk assessments are carried out for all areas of the nursery before children arrive, which ensures potential risks can quickly be minimised. Children's health is protected effectively as information is regularly shared with parents about viral outbreaks at the nursery and staff ensure that when these occur the setting is cleaned thoroughly to minimise the spread of illness and infection.

Parents are generally kept informed about the activities children enjoy at the setting and information is shared regarding their routines such as sleep times and food intake. However, limited information is sought from parents concerning children's starting points in learning when they first attend, meaning that activities are not always relevant to their interests and effectively pitched to be challenging yet achievable. Parent feedback is sought from the manager and senior managers in the nursery chain, helping parents to feel able to share their views of how well the setting is meeting their needs. Staff share some information with parents about how well children are making progress in their learning and development and also seek information from parents about the activities children especially

enjoy at home. However, when parents do provide information regarding this, staff use it to update written records and do not use it to plan future activities at the setting which would provide exciting and stimulating extension to the activities experienced elsewhere.

Children who attend with special educational needs are well supported in their learning and benefit from one to one care where possible. Children welcome one another and value each other regardless of their differences, making secure friendships together. Staff support children develop some awareness of different cultures, for example as they make dragon masks for Chinese New Year. However, staff are not fully aware of any different languages and special festivals or celebrations that children experience at home. This limits opportunities to help children begin to know about their own cultures and beliefs. Plans are in place to promote ways of supporting children who speak English as an additional language, although these are not always in place before the child attends for the first time, limiting how well staff can support each child. Staff are in the process of developing links with other early years' provisions and are keen to share information to support children leaving the setting to attend a different nursery or school. Some children are also cared for by childminders although information is not always effectively shared to promote consistent working which would help support children's progression more thoroughly.

Resources are generally effectively maintained and utilised within the provision, although staff deployment is not always effective in meeting the needs of babies. Recent improvements to how space is utilised include moving the baby room down to the other end of the building, allowing babies to have a dedicated quiet sleep room. This has had a beneficial impact on the children and demonstrates a clear awareness of how to evaluate the provision and review practice to promote future development. Staff feel valued and respected by their new manager and a close working relationship means that staff are enthusiastic to suggest areas which would benefit from future development and improve the experiences of the children who attend.

The quality and standards of the early years provision and outcomes for children

Staff offer children activities which provide some challenge and children enjoy helping themselves to a range of equipment that they use to support their play. Children in the pre-school room enjoy imaginative play as they block off a small section of the room with two small chairs to make a house. They carefully help one another to bath a doll before staff offer additional resources so children can help to dress the baby to keep it warm. Some staff are particularly good at supporting children in developing their own play through providing a range of resources to extend and challenge. For example when a child announces there is no pond for the duck to swim on when playing with toy animals, a member of staff quickly find some blue card and encourages the child to cut out their own pond for the ducks.

Although there are a range of activities planned for children, the setting is

currently developing systems to ensure these activities provide challenge and reflect the learning needs of the children who attend. The expertise of staff varies between different rooms and many staff do not demonstrate a clear understanding of what each child's stages of development are and how they can provide support to help future progression and achievement. This particularly limits some older toddlers who are currently based in the baby room, as staff are less able to ensure activities are effectively extended to provide appropriate challenge.

The activities that children enjoy are offered both indoors and outside. Toddlers enjoy blowing bubbles in the garden and watching them being carried along on the wind. Older children develop an awareness of number as they challenge each other to recognise different written numbers and hold up the correct amount of fingers to reflect what they can see. Babies enjoy helping themselves to toys which light up and play tunes. Staff are currently in the process of seeking resources from parents to develop Treasure Baskets for the babies which will help to encourage their curiosity and interest further. The dark-den is an enjoyable part of the baby room and babies smile happily as they pull the silky covering over themselves playing peek-a-boo and later as they watch the patterns made by flashing rubber ducks in the darkened area.

Children are developing some understanding of different cultures and beliefs which helps them to learn to respect difference. Older children make dragon masks for Chinese New Year and they dance together, enjoying learning about the wider world and also developing the way they can manipulate their bodies. Babies are supported as a range of family photos are displayed, helping them to recognise that everyone is different as well seeing the faces of people who are special to them. However, there are some instances where babies and young children are not effectively encouraged to engage with others and develop their social skills. This is particularly evident around snack and meal times, where they often eat in silence with limited interaction from staff.

Children through their play demonstrate a good understanding of keeping safe and are developing good self-care routines. Children eagerly make choices and are becoming independent, such as when helping themselves to a range of snacks and drinks. Staff encourage choice making very well and older children develop confidence as a result. Babies' hygiene routines are met well by staff in the majority of instances, and cross infection of illness is effectively minimised through the use of disposable gloves and aprons. Older children are independent as they wash their hands before eating, understanding the importance of drying them properly so 'they don't get sore'. Older children are very aware of behaving in ways which are safe and show compassion and care to the babies, gently reminding them to hold on to the see-saw as it moves.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- as specified under the Early Years Register action 07/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- as specified under the Early Years Register action. 07/03/2011