

# Toad Hall (Goldsworth Park)

Inspection report for early years provision

---

**Unique reference number**

EY229741

**Inspection date**

23/02/2011

**Inspector**

Carol Willett

**Setting address**

Goldwater Lodge, Wishbone Way, Goldsworth Park,  
Woking, Surrey, GU21 3RT

**Telephone number**

01483 486116

**Email**

woking@toadhall-nursery.co.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

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 (Goldsworth Park) is one of 16 nurseries run by the Toad Hall group. It opened in 2002. The nursery operates from an easily accessed self-contained building in Goldsworth Park near the town of Woking in Surrey. Children are accommodated in eight age-related base rooms and have access to a secure enclosed outdoor area. The nursery serves families from the local community and surrounding areas.

The nursery is open each week day from 8am to 6pm for 51 weeks of the year. The setting closes for one week at Christmas and for bank holidays. Children may attend for a variety of sessions. The nursery is registered to care for a maximum of 109 children on the Early Years Register. There are currently 132 children in the early years age group on roll. Children aged three and four years receive funding for free early education. The nursery welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. A total of 31 members of staff work at the nursery. Of these, 19 hold appropriate early years qualifications, two have childcare degrees and one is work towards early years professional status. The nursery receives support from the Early Years and Childcare Service. In 2008, Toad Hall Nursery Group was reassessed against the Investor in People standard and found to continue to meet the requirements of this standard.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a committed enthusiastic management team and well-qualified staff that have a good knowledge of the children's individual needs and interests. Children make good progress in all areas of learning because staff plan an interesting and challenging range of activities. The attractive environment is well resourced and the children have access to a broad range of good quality toys and equipment and the support of caring attentive staff. There are mainly effective procedures in place to monitor and reflect on practices and procedures and most documentation meets the requirements of registration.

## What steps need to be taken to improve provision further?

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

- ensure records of risk assessments clearly state when it was carried out and by whom (Documentation) 25/03/2011

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

- improve cleaning routines to include higher levels areas so that the environment is clean and dust free
- improve equipment checking procedures to ensure damaged resources are effectively identified and immediately removed.

## **The effectiveness of leadership and management of the early years provision**

Children are cared for in a safe and secure environment. The security systems in place within the nursery ensure that the children are safe within the building and unauthorised people are unable to gain access to the children. Staff are confident in their roles and responsibility in safeguarding children. The nursery has a comprehensive safeguarding policy and parents are made aware of the procedures that will be followed if there are any concerns. Children's safety is generally promoted well through the use of regular risk assessments and daily checking procedures and staff take positive steps to minimise hazards. However, split changing mats are not removed immediately when they become damaged. Risk assessments do not always include details of who completed them and when, this is a specific legal requirement. Children feel secure, respond well and learn to take safe risks because they form good relationships with staff and they receive good care and support. The robust vetting and induction procedures and commitment to continual professional development ensure staff are suitably qualified and knowledgeable.

The newly appointed manager and deputy form a strong effective partnership and they are enthusiastic and committed to the provision of a high quality nursery environment. They demonstrate a good capacity to evaluate the quality of the provision. They are committed to improve practice through completing a self-evaluation of the whole nursery and developing an action plan for improvements. The outdoor play area is in the process of refurbishment with new equipment and plans to enable each base room to have access so children can choose to play inside or out. Staff are able to contribute their ideas at staff meetings and identify areas for improvement. Parents provide feedback through regular questionnaires and daily discussions. Feedback from inspections, local authority and company audits informs an action plan for continuous improvement.

Children enjoy their play as the nursery is well resourced with a broad range of high quality equipment and resources. This includes wooden toys and furniture, treasure baskets and access to natural materials. Children are accommodated in age-related base rooms where they play and learn with age-appropriate resources. Babies have a separate cot room with subdued lighting where they can sleep safely with frequent checks by staff. Staff are well deployed and have a good awareness of their roles and responsibilities.

Staff provide an inclusive setting and are supportive and welcoming. Children's individual needs are fully discussed with parents at initial settling in meetings and on a daily basis. Partnerships with parents are open and friendly. Parents are happy with the care their children receive and the progress in their learning. They

appreciate the friendly approachable staff and they like the structure and routines as they feel this helps children feel secure. They are well-informed through newsletters and notice board and the range of documentation. They can freely access the children's development records as they are kept in the children's drawers. Staff develop positive partnerships with others including early years services and they attend local support meetings which helps to ensure they are actively involved in the community.

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

Children are secure and settle well at the nursery as staff are caring and attentive. They play and learn in a well organised nursery that is mostly clean, comfortable and safe. However, cleaning routines do not effectively remove all dust at higher levels, such as in the extractor in the nappy change area. Children are motivated and eager to learn as they seek out activities with enthusiasm. They show delight in exploring the nursery environment and are able to self-select activities from the good quality toys and equipment, which are stored attractively on low-level shelving. The room is divided into different areas by the imaginative use of storage and equipment, which enables children to feel more secure when trying out the activities and exploring at their own pace. Resources and activities cover all areas of learning both inside and out so children can make good progress to the early learning goals. The outdoor play area is accessed directly from some of the play room and this enables children to continue their learning and development outdoors. There are plans to improve the outdoor area so all children will be able to access it from their playrooms.

Activities are planned based on the staff's observations of the children's progress and the key worker system supports identification of the children's next steps in their learning and development. Key workers demonstrate that they know the children well and their particular interests, such as animals which are used to plan further activities. Children's development is monitored through their learning journeys to show progress in the areas of learning. Staff provide a wide range of interesting activities to encourage children's learning and development, for example the 'Valentine's Day' and 'My Family' theme was evident throughout the nursery with linked activities including when making books and tubes for rolling decorated with family photographs in the baby rooms.

Babies and toddlers engage in activities appropriate for their stage of development, such as exploring treasure baskets and musical instruments. They thoroughly enjoy water play with soapy water and cups and explore rice finding toys hidden in the tray. Older children competently explore the computer using the mouse with skills and manoeuvre ably round the programs. There is good access to a variety of technology within the nursery. Children enjoy stories with puppets used as props which ensure they are actively engaged in the story. Staff ensure children are developing good communication and numeracy skills. Older children spontaneously count the numbers of heart shapes they cut out from playdough, take two away and say 'there is four and that is the same as me'. They talk

knowledgably about the new hamster and its eating and sleeping habits. Children are developing a range of skills that will support them in the future.

Children show they feel safe as they are able to play safely in the well-resourced play rooms and they form secure bonds with the staff. Staff are well deployed to supervise and support them as they explore and extend their play. Children learn simple safety rules so they use equipment safely and practise regular fire evacuation so they become confident in an emergency. Children move confidently demonstrating increasing coordination and control both inside and out. Rooms are organised effectively so babies can move easily from crawling to walking. Children develop healthy lifestyles as they have regular daily access to fresh air and physical exercise and are given healthy drinks and snacks. They enjoy healthy nutritious snacks and lunches that are freshly cooked on site using good quality ingredients. Good hygiene practices are routine throughout the nursery and children learn to wash their hands, get tissues for their noses and throw them in the bin. The interesting range of activities and positive role modelling by staff ensures that children's behaviour is good. They learn to share and take turns in the use of resources, such as the computer and ride-in cars in the outdoor area, through gentle encouragement and praise from staff. Books, resources and activities help the children to develop an awareness of our diverse society.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

