

Toad Hall Nursery

Inspection report for early years provision

Unique reference number	EY225251
Inspection date	25/05/2011
Inspector	Jo Scott

Setting address	Felcott Road, Walton-on-Thames, Surrey, KT12 5NS
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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.

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Description of the setting

Toad Hall Nursery, Walton has been registered since 2001. It is one of 16 nurseries owned by the Careroom Limited chain of private day nurseries. The nursery operates from a single storey purpose built building situated in a residential area of Walton on Thames, Surrey. They are positioned on a secondary school site, but have no operational links with it. Children are accommodated in six age related base rooms which each have direct access to an enclosed garden area for outside play. Children also make use of other secure outdoor areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to accept 81 children under eight years of age at any one time. Currently they provide care for children from three months to under five years. At the time of inspection there are 155 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. Children may attend for a variety of sessions and most come from the local community.

The nursery opens five days a week (Monday to Friday) from 8am to 6pm for 51 weeks of the year. It is closed for Bank Holidays and a week at Christmas. There are currently 25 staff employed to work with the children, 17 hold relevant early years qualifications and all hold current first aid certificates. The setting receives support from the local authority child care services. They are members of the Pre-School Learning Alliance and the National Day Nurseries Association. The setting has completed a recognised quality assurance scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Generally staff demonstrate a good understanding of children's individual welfare and learning needs. The engagement with parents is fostered and broadly wider partnerships are effective. Children make good progress from their starting points and the nursery supports children well to gain skills and be ready for moving onto school. Good use of self-evaluation drives development.

What steps need to be taken to improve provision further?

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

- improve systems to ensure staff are always informed about other settings children attend, to enable them to promote effective communication between parties and support continuity in learning .

The effectiveness of leadership and management of the early years provision

The setting is strongly led and managed and the management team's enthusiasm is reflected in the staff. The systems for the recruitment, induction and appraisal of staff are robust. Staff do not start working in the nursery until their suitability checks are completed and agency staff are not left in sole care of children. All staff take part in training to build their knowledge and skills in areas such as safeguarding and first aid and have a training plan for their ongoing development. There are clear safeguarding procedures to follow in the event of a child protection concern and ongoing risk assessments take place to enable staff to identify potential hazards and minimise them.

The nursery makes very good use of self-evaluation and quality assurance. This has enabled them to identify their main strengths and areas for development and is effectively driving continuous development. One area this has been particularly beneficial for children is the development of the menu planning and provision of well balanced healthy meals.

The resources are deployed well throughout the nursery and staff move with the children, supporting them as they learn through play. There is very good use of the outdoor play areas and children take part in a very wide range of activities. Resources include those which reflect the world we live in, children's own experiences and those of others, to help them learn about diversity. The use of observations to inform assessment and planning for individual children works well. There are regular opportunities for parents to share learning records and the setting has recently been proactive in improving the sharing of parent's knowledge of children's achievements at home. Feedback from parents is positive. Broadly, wider partnerships are affective. There are links with local schools which support children in transition. However, systems for sharing information about other settings children attend are not robust to ensure staff always understand who else is involved in delivering the Early Years Foundation Stage to children on roll.

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

Throughout the nursery it is evident that children enjoy very warm relationships with the staff and their peers. Children demonstrate that they are extremely confident and secure. Those new to the setting are supported to settle exceptionally well and they really enjoy looking at the photos displayed of their and their peers' families. This helps children feel included. Children moving up through the nursery take part in visits to support their progression through the group rooms. Positive contribution is outstanding, children's behaviour is excellent, and they take responsibility in routines throughout the day. For example, very young children make choices about what they do and where they play and as they get older they take part in routines such as laying the table and serving their own

meals.

Children demonstrate an outstanding understanding of healthy lifestyles. They brush their teeth as part of daily routines, they wash their hands independently at key times and they absolutely understand that using sun cream and wearing hats protects their skin from sun damage. They thoroughly enjoy an exceptionally well balanced and varied diet prepared to accommodate individual needs and children gain an understanding of where food comes from because they grow vegetables in the garden. Children learn about safety. There are regular opportunities to practice evacuation and learn how to leave the premises quickly and safely in an emergency.

Children enjoy a good mix of adult-led and child initiated play and are meaningfully engaged. Learning experiences are provided specifically in line with identified next steps from the planning that all staff take part in. Babies enjoy playing with natural materials and treasure baskets and toddlers particularly enjoy acting out familiar experiences in role play. Children are very creative. They enjoy using percussion instruments and sharing music sacks in small groups. Outside, they put shallow crates in a line and pretend they are driving a train, complete with sound effects. Quickly they are joined by a large group of 'passengers' eager to join in the fun. They work co-operatively to move a parachute up and down and bounce a soft toy on top of it. By the time children are preparing to leave to go to school they are skilled at thinking about letters and sounds and numbers. They are developing early literacy and writing skills and are skilled listeners. Staff interaction is warm and encouraging. This extends children's enjoyment and helps to challenge them.

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?	2
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	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	1
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: Met

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