

Toad Hall

Inspection report for early years provision

Unique reference number	144720
Inspection date	13/06/2011
Inspector	Sarah Morfett

Setting address	37 St. Marys Gardens, Kennington, London, SE11 4UF
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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 Montessori Nursery School opened in 1985. It operates from a four-storey terraced house in Kennington. It is situated in the London borough of Lambeth within walking distance of Lambeth North and Kennington stations, local bus routes, shops and parks. A maximum of 20 children in the early years age group may attend the nursery at any one time, four of whom may be aged between two and three years old. The nursery is open each weekday from 8.30am to 4.30pm for 38 weeks of the year. The nursery is accessed via several steep steps. There is storage for buggies and arrangements can be made for alternative access if needed. All children share access to a secure enclosed outdoor play area.

There are currently 35 children in the early years age group on roll. Children aged three and four years receive funding for nursery education. This provision is registered on the Early Years register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs three staff. All of the staff, including the manager hold appropriate early years qualifications. One staff has Qualified Teacher Status and one staff is working towards a higher level of childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development is promoted well through a broad range of activities which are clearly linked to the Early Years Foundation Stage and also based on the Montessori Method of teaching. This means that children benefit from both approaches and overall, make good progress. The partnership with parents and other agencies is strong and effectively contributes towards consistency of care. The staff and management are realistic in identifying their strengths and areas for development having successfully addressed the recommendations from their last inspection. This shows the capacity for maintaining ongoing improvement is good.

What steps need to be taken to improve provision further?

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

- manage Criminal Records Bureau (CRB) checks in accordance with the CRB" Code of Practice and Explanatory Guide
- develop children's understanding of healthy eating and enable them to make

healthy choices at snack time.

The effectiveness of leadership and management of the early years provision

Effective policies and procedures are used to promote children's welfare and safety within the setting. Staff have a good understanding of the local safeguarding procedures. They are confident of how they would progress a concern about a child in their care. A clear safeguarding procedure is implemented to ensure that children are protected from risk of harm or neglect. All staff who work with the children are suitable to do so because they have up to date Criminal Records Bureau (CRB) checks carried out on them. However, the system used to manage the records is not in accordance with the CRB's Code of Practice and Explanatory Guide. Risk assessments are carried out regularly, displayed around the setting and ensure potential hazards to children are minimised.

Resources are effectively deployed within the setting, are in good condition, age appropriate and help children to achieve the targets the staff set for them. Children enjoy their time in the setting and can mostly make choices about what they play with. Staff provide them with good support and effective interaction which means children make good progress in relation to their starting points. Equality and diversity is promoted well within the setting. The planning, progress and development of the different groups of children is well promoted. Staff are committed to identifying children's additional needs and work closely with the local inclusion team advisor to secure the support children need to help them make good progress in relation to their capabilities. Resources reflect diversity, for example within the books and the dressing up and they take part in different festivals and celebrations such as Chinese New Year. This means children learn about people's similarities and differences.

The managers and staff have clear aims for the development of the setting and progression of the children. They work together using self-evaluation to address the strengths and areas for improvement. They include the views of parents and children through regular discussion and feedback forms. The staff team are reflective in their practice to identify the priorities for development that will continuously improve the quality of the provision for all children. For example, they have reviewed the planning system which now shows clearly how children are making progress in all of the areas of learning. This reflects this settings commitment to maintaining continuous improvement.

The partnership with parents is well established. Parents report they are very happy with the care and support their children receive at the setting. There are systems in place for them to share their views, through parent's feedback forms. They are kept informed of events and activities through a regular newsletter and have access to a wide range of policies and procedures. There is a regular exchange of information with parents providing them with details of how well their children are moving forward. This means parents are effectively included in children's learning and development.

Children benefit from clear partnership working with a range of outside agencies and services. Strong links are forged with the local inclusion team advisors and local authority advisory teachers. This means children's learning, development and welfare are promoted successfully.

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

Children are happy and settled in the stimulating environment. Each day they are greeted warmly by staff who spend time chatting to parents and children making them feel welcome. They show they are settled in the warm and friendly environment as they quickly become involved in the familiar routine. Children are split into groups for the main part of the session. They move around different areas within the setting experiencing messy play, outside play, imaginative play including role play and activities to develop their listening and thinking skills. Children show confidence in the routines and move around freely within the room they are in. They can make choices about what they play with from a range of interesting activities set out by the staff and for parts of the session they are able to choose what they do from easily accessible resources. This means children are beginning to make choices to gain independence.

Children are supported effectively by staff who know their individual needs well. For example, children who have English as an additional language benefit from staff's endeavour to learn words from their home language to assist them in learning a second language. Parents are invited into the setting to share with children songs and stories from their home language. This means all children gain a wider view of the world around them. Children enjoy activities which promote their ability to problem solve. For example, they build a large floor puzzle working out where each piece goes and using the picture on the box as a reference. This helps children to become critical thinkers. They play a magnetic fishing game, using good physical skills as they control the rod and magnet to contact with the fish helping children to develop good muscle control. Children develop good skills in Information Technology as they use a touch screen computer with educational programmes. They also show good skills as they use the mouse to draw and colour a picture of their family on the screen. Children are encouraged to develop good self-care skills as they put on and take off their coats and shoes this helps them develop practical life skills. Children benefit from the good range of experiences offered that complement their learning and development well.

Children's learning and development are promoted well by good interaction from staff who are skilful in their questioning of children encouraging them to think and make decisions for themselves. They record children's starting points in consultation with parents by using an 'all about me' booklet. This means parents can share details of what children can do. Consequently staff developed a good knowledge of the children and move them forward well in relation to their starting points. Next steps in children's learning are identified through regular observations which are clearly linked to the six areas of learning. This is then transferred to the planning system to ensure that activities are meeting children's

individual needs.

Children have good opportunities to adopt healthy lifestyles. They learn appropriate hygiene procedures as they know they must wash their hands after going to the toilet and before eating. They learn about healthy eating as they take part in activities which promotes their understanding. However this is not put into practice as children are only offered a biscuit at snack time by the setting. This means children can not consolidate their learning and impacts on their ability to make healthy choices. Although the setting does work in partnership with parents to ensure children have healthy packed lunches. Children enjoy being active and play outside most days. They develop good physical skills as they throw and catch balls and aim them into a basket ball hoop. This means children learn to move their bodies and control their movements well.

Children learn to keep themselves safe as they take part in regular fire drills. Staff remind them to hold the rail as they use the stairs and to remember to push their chairs in. Therefore, children begin to assess risk from themselves. Children behave well in the group because they are engaged in activities which interest them and help them to learn. Staff praise children constantly and offer encouragement where they see they are trying hard. This means that they become confident learners with good self-esteem.

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	2
The extent to which children make a positive contribution	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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