

Toad Hall Nursery

Inspection report for early years provision

Unique reference number

EY231585

Inspection date

01/06/2011

Inspector

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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 opened in 2002. It is one of 16 nurseries run by Careroom Limited. The nursery operates from a building in Langley, Slough. The nursery is open each weekday from 7.45am until 6pm for 51 weeks of the year; children attend from the local and surrounding areas. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 71 children at any one time. There are currently 121 children in the early years age group on roll. Children aged three and four years are funded for free early education. The nursery employs a total of 16 staff to work directly with the children. The manager and 11 staff hold relevant early years qualifications up to level 4; all staff have current first aid certificates.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Skilled staff are fully committed to meeting children's individual learning and developmental needs exceptionally well, getting to know the children thoroughly, using high levels of interaction and observation, alongside ever-increasing discussions with parents. A well-equipped welcoming and relaxing environment ensures children of all abilities can play and learn together successfully with a vast array of carefully selected toys and resources. Children are safeguarded very effectively and clear and consistent communication between parents and the nursery provides staff with a constant supply of good quality information and daily discussions to maintain continuity. Adults skilfully support each individual child to help them feel unique and valued, building strong bonds to enable blossoming development. Staff are keen to further improve the quality of children's care and learning and take positive steps towards maintaining continuous improvement through an extremely efficient system of self-evaluation. They constantly review their forward thinking practice to meet ever-changing needs, ensuring consistency and guaranteeing effectiveness by always putting the children first with everything they do.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further developing the information gathered from parents about the children's starting points, in relation to their learning and development.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded as comprehensive policies and procedures required for the safe and efficient management and delivery of the Early Years Foundation Stage are closely implemented, providing an extremely safe environment for children's learning and play. Secure entry systems protect children from unvetted adults and robust recruitment and vetting procedures are effectively instigated to ensure all adults working with children are safe to do so. Clear and detailed risk assessments are in place to reduce any potential hazards and dangers for all areas and equipment children access, indoors and outside. Staff are secure in their knowledge and understanding of protecting children and are very aware of the importance of record keeping and being alert to any signs of abuse or neglect to promote outcomes for children effectively at all times.

Children's high quality of care benefits from clear and detailed policies and procedures, which are regularly reviewed and shared with parents. Records for individual children are suitably maintained and written permissions from parents are obtained routinely at registration. Staff spend time gathering an ever-increasing wealth of information about the children's individual needs, likes and dislikes with regard to their general welfare and in order to ascertain their exclusive starting points and capabilities in relation to their learning and development. This important information provides key staff with an insightful view of each child's early abilities. Each key person plans individually for their key children; in turn this information and the children's needs are incorporated into the daily routines and activities and as part of the continuous provision.

Parents and children benefit enormously from the excellent two-way communication systems developed between staff and parents. They are all supportive of the nursery and are very happy with the care and learning their children receive. Clear and informative notices and helpful welcome packs provide parents with good quality information about practice and any local support groups. Regular discussions, written progress reports and parental consultations all ensure clear communication of children's learning and development. The nursery is highly committed to working in partnership with others and establishes effective working relationships through clear channels of communication to successfully promote children's learning, development and welfare.

A vast array of interesting and challenging resources extends children's learning and develops their independence and self-confidence as they are all able to self-select, making choices from an early age. Outcomes for children are clearly attributed to the excellent use of resources, including the highly effective deployment of staff. Children clearly benefit from the staff's high levels of interaction, as staff provide good supervision and support for all age groups.

The manager and staff team are enthusiastically involved in the nursery practice and are extremely proud of what they do. All staff undergo regular monitoring and professional development to drive improvements and many staff increase their knowledge and understanding through rising qualification levels. Rigorous

monitoring and analyses of the nursery's practice ensures all staff are fully involved in the evaluation and monitoring of the nursery through reflective practice to drive improvement. This extremely effective method of self-assessment ensures the provision continues to develop and grow as new and innovative ideas are introduced. Proactive attitudes from the staff and manager successfully maintain continuous improvement and inspire parents to be meaningfully involved in the nursery's self-evaluation, and as a result, there are plans in place to implement training for parents so they can understand the reasons behind the staff's approaches and the techniques used to support their children's learning and development.

Staff promote equality of opportunity very well across the nursery and effectively and actively tackle any unfair discrimination. All children's individual needs are consistently being met because staff put children first and spend time a good deal of time getting to know children and their families well. All systems, policies and procedures are implemented consistently across the nursery and adults are highly effective in ensuring that children are well integrated, however young they are. For example, babies recently starting at the nursery are carefully monitored to ensure they are feeling settled, with staff following their parent's wishes as closely as possible, particularly with individual sleep routines. Many of the children attending the nursery have English as an additional language and staff spend time with the parents learning key words in their home language, checking pronunciation carefully to help the children settle in more easily. Children's home languages are valued and labelling all around the nursery is displayed in a variety of different languages, including welcome posters in various languages and positive images, which are part and parcel of the nursery ethos.

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

All children, including babies, are making excellent and consistent progress in their individual learning and development as they progress throughout the nursery. Children enjoy their learning and demonstrate they are happy and settled in the stimulating and welcoming atmosphere, building very strong and trusting relationships with the staff and their peers. For example, younger children show a strong sense of security as they hold their arms up for cuddles and enjoy snuggling with staff at story time. Older children confidently suggest new ideas and are keen to try new things, such as playing with the cooked spaghetti in the peat. Babies happily explore the cooked spaghetti and many other different edible textures with their senses, such as baked beans, cornflour mix or rice pudding. Heuristic play sessions further develop babies' sensorial play experiences as they begin to make associations, using a variety of similar and contrasting resources in treasure baskets, such as safe wooden and metal objects.

Children are extremely confident and competent in communicating their thoughts and show they understand about taking responsibility for their own safety. This understanding is supported by staff as they proactively invite local police to visit the children to discuss important safeguarding issues together, such as the

potential danger from talking to strangers and everyday road safety. Children also learn about the importance of keeping themselves safe in practical ways in the nursery. For example, children know they have to wear sun cream and hats to protect themselves from the sun. They know they should not run inside the building and have to save their running for outside so they do not fall and hurt themselves.

Children are developing very good self-care skills and are learning about the importance of good personal hygiene. For example, children are encouraged to wash their hands at appropriate times and blow their own noses and dispose of the tissues into the lidded bins. Children of all ages are beginning to learn about the importance of healthy eating and lifestyles as they enjoy an extensive range of fresh fruit and vegetables. Older children talk about the types of food that are good for them and will help their muscles to grow big and strong, demonstrating how big their muscles are and talking about the types of food they enjoy eating at home. Snack and meal times are a real social occasion and children show high levels of independence, serving their own food after helping to lay the tables with plates, cups and cutlery for everyone. Children have many opportunities to develop their physical skills in a wide variety of ways. The children's hand to eye coordination is developing well as they roll hoops and play ball games outside. Children spend time exploring the resources in the sand pit and staff are attentive, participating fully with the youngest children. Soft play areas are taken outside for the babies so they can reap the benefits of the fresh air daily. Young children have consistent opportunities to crawl and stand pulling themselves up on child-size furniture; staff praise and clap when the children achieve their goals. Children ride wheeled toys with ease and control and enjoy playing musical instruments outside.

Children confidently speak in large and small groups, sharing ideas and their own experiences with their peers. Children use their imaginations well with smaller play resources. Staff listen to children and ask open ended questions, giving the children time to respond. Together, they name the animals and vehicles as children play, giving the children many opportunities to extend their vocabulary. Children listen to multicultural music at different times during the day and enjoy dancing to the music. Older children enjoy singing and dancing and confidently match actions to rhymes. Staff in the baby room sing to the young children and babies are beginning to match actions to rhymes. The happy atmosphere across the nursery is clearly demonstrated as children laugh and giggle while staff sing and do the actions to familiar songs.

Children's knowledge and understanding of the world is developing well, as they experience an extensive range of multicultural activities, resources and experiences. Children also enjoy food tasting activities, listening to multicultural resources and dressing up. Staff enable the children to celebrate a different festival and a different country each month, as part of the linked theme. For example, during this month children are celebrating Japanese Children's day and learning about Japan. Together they have made pictures of volcanoes and are able to show where Japan is on the map, developing their sense of place.

Older children are developing really good levels of concentration as staff encourage them to persevere to complete tasks they have started, such as

complicated puzzles. These budding skills for the future are innovatively increased as children experience using information communication and technology equipment. These forward thinking experiences enable children to become familiar with everyday technology as they regularly develop their keyboard and mouse control, using the computer to extend their learning. Staff are highly skilled and sensitive in their management of children and their behaviour. This is clearly demonstrated as all children behave exceptionally well, following the nursery's golden rules and abiding by clear and consistent boundaries. Children are actively encouraged to use their manners and staff are positive role models, leading by example as they thank children for their help and any ideas they have. These consistent and purposeful guidelines encourage children to develop skills for the future and aid their transitions to school and into the wider world.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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