

Toad Hall Nursery

Inspection report for early years provision

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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*.

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Description of the setting

Toad Hall Nursery was registered in 2003. It is one of 16 nurseries owned by Careroom Limited and is part of the Toad Hall Nursery Group. The nursery is located close to the town centre of Walton-on-Thames in Surrey and serves the local community. The nursery is registered for a maximum of 12 children under two years of age at any one time. The nursery is the baby unit for the main nursery which is situated in Manor Road. There are currently 11 children on roll. The purpose built single storey property is situated in a residential area, and comprises of one main room, sleep areas for each child, a kitchen/dining room, adult bathroom, a separate changing area for babies, staffroom and a small outdoor area. The nursery is open each weekday from 7.30 am to 6pm, for 51 weeks of the year. The nursery management team consists of the registered person, an area manager, a supernumerary nursery manager, who is based on the Manor Road site and an on site person in charge. All senior staff are experienced and have a recognised early years qualification. There are four staff members at the nursery of whom all hold early years qualifications. One staff member holds a NNEB Diploma in nursing, two hold a Cache Level 3 and the manager holds a BA in Early Years Childhood Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides a superb and nurturing environment for babies. The professionalism and expertise of the staff ensures that the early years framework requirements are exceptionally met and implemented very well overall. This is achieved through delivering a safe, inspiring and purposeful learning environment in which babies can thrive and achieve. Inclusion and diversity are celebrated with parents and partnerships over and above the normal expectations to meet the individual needs of the babies. The management and staff successfully lead practice together and have excellent ideas to continue to promote and improve resources that directly affect babies' safety and well-being, based on extremely effective evaluation. The team are highly creative and forward thinking making this an unquestionably vibrant nursery that accelerates babies' development and progress.

What steps need to be taken to improve provision further?

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

- enhancing the system of record keeping for arrival and departure

procedures, so this information is readily accessible in one place in the event of an emergency evacuation.

The effectiveness of leadership and management of the early years provision

The provider has established highly effective records, policies and efficient procedures to support the safe and systematic delivery of the Early Years Foundation Stage. The provider ensures that vetting procedures are followed, so that all staff working within the nursery have completed the necessary suitability checks. Babies' safety is paramount and is given systematic and rigorous emphasis as robust risk assessments are completed to ensure that the environment is safe and secure for them. There are further risk assessments for all outings enjoyed by babies. There are organised and extensive measures in place regarding child protection. Staff are exceedingly professional and know whom to inform to gain further support and advice. There is, however, an inconsistency in record keeping with the register in the nursery. Information recorded meets the specific legal requirement, but is not readily accessible if required quickly, such as in the event of an emergency evacuation.

Staff are effectively deployed and successfully promote stimulating and purposeful activities, such as using creatively laminated letters of the alphabet for babies to look and touch, enabling them to develop their learning. There are opportunities for babies to experience learning through seeing photographs of themselves during celebrations such as birthdays. Equality and diversity is introduced through various photographs from around the world. Babies are able to look and touch these as they are laid out on the floor enabling exploration and communication. Equality and diversity is effectively promoted within the nursery, so children's needs are met exceptionally well. There is an excellent key worker system, which supports this and means that each baby is highly valued, encouraged and sensitively supported to their full potential. Staff have the training to offer inspiring care and are supported by the senior management team at all times.

The provider is unmistakably committed to always improving the already high standards in the nursery by introducing various systems and partnerships to self-evaluate. All the recommendations from the previous report have been met effectively. All staff receive first aid training. All staff undertake mandatory training and access in-house and local authority continuing professional development courses. Staff and senior management all contribute to the nursery's self-evaluation process, which not only develops ideas for improvement, but also motivates staff to develop their skills further.

Staff are working most effectively in partnership with Surrey Council; however their established success in this contact stems from the proactive and extremely positive relationships with the parents and carers. The provider is continuously driving improvement, such as developing the outdoor provision to an exceptionally high standard. Additionally staff ensure that parents are actively involved in their babies' development through excellent daily communication and feedback. The dedicated and informative systems used to collate information on the babies' development ensure a very smooth transition between nurseries. This affects outcomes for babies significantly, in relation to their continued development. The

provider is highly committed in delivering a high quality provision that meets the needs of its babies, such as providing all daily meals freshly prepared at its Manor Road site.

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

Babies express themselves continuously. They are encouraged to develop their independence through making choices. Babies are progressing very well towards the early learning goals, learning from their own interests. Staff plan exceptional, relevant activities which stimulate babies' inquisitive natures. There are abundant resources indoors and outdoors for the babies to explore and investigate, such as shakers and various musical toys that the babies like to collect and throw into the little tent outside. Babies like to explore their environment and are kept exceptionally safe as they wander freely between the indoor and outdoor areas. They confidently sit on the doorstep and join in songs with the staff outside, joining in all the time. Babies enjoy carrying phones and musical instruments from one area to another. They respond extremely well to exceptionally good contact from staff. They show their quick progress in learning to communicate through their facial expressions, gurgles and babbling. Babies use all the toys they want to play, showing their delight by smiling and moving around confidently. They look at the story books, they examine puzzle pieces and sometimes hand them over to the staff. They use various materials daily that stimulate their senses, such as wet and dry sand, in which they enjoy making marks.

Staff plan special activities to further babies' learning of the world around them.

Babies starting points are captured through photographs and next steps. They like to look through these journals with staff and communicating their feelings, whilst looking at the photos.

Babies play in safety because staff provide a safe environment and remain vigilant to potential hazards. Babies respond when their names are called. They are encouraged by staff to communicate all the time and this is evident by the babies' ongoing positive behaviour. They know their routines and they happily listen to what is being said and respond.. Babies move about continually, for example, by playing in the ball tent or using the visual caterpillar tunnel to explore and experiment with their whole bodies crawling and feeling the immediate environment. Sometimes, when they are standing still, babies will make a sound and purposefully approach staff to be picked up and held. They are responded to immediately and are held for as long as they wish, showing how secure and comfortable they feel with the staff. They show confidence and will listen to staff detailing what is happening, such as when it is time to be changed, to wash their hands and to sit down to eat. Babies can hold and eat certain foods independently; furthermore they hold their own non-spill tumblers. At nap time, they are encouraged to sleep on their own in their own beds and when they are restless, music is used to pacify them. Babies are learning to make choices for themselves through thorough planning, and carefully and safely chosen resources.

Babies enjoy frequent stimulating outings in the wider community, experiencing its diversity. These include library visits, which set a good example for the future.

Staff help babies to explore a range of media to make marks; sing number rhymes

to them and encourage use of early technology toys. Combined with rapid progress in developing their language acquisition, this all provides babies? with an excellent start to gaining valuable skills for their future lives.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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