

# Toad Hall Nursery

Felcott Road, Walton-on-Thames, Surrey, KT12 5NS

<b>Inspection date</b>	18/03/2013
Previous inspection date	25/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children gain a good range of skills and abilities that ensure they are well prepared for next stage of learning and the transition to school.
- Staff promote children's language and communication skills through skilful interaction and the implementation of the company's early language programme.
- Partnerships are strong and include all parents and external agencies so that children's needs are paramount.
- The manager and staff work closely together to monitor the effectiveness of the service that they are developing and identify areas for further to improve the outcomes for children.
- Partnerships with parents are strong and ensure continuity of care and learning.

### It is not yet outstanding because

- Generally, the nursery is rich in signs, symbols and print, although there is less reflection of children and staffs home languages.
- Children have fewer opportunities to develop their independent self care skills at meal times.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector carried out observations of children in each of their rooms.
- The inspector spoke with staff and children.
- The inspector samples documentation, including the safeguarding policy and discussed and recruitment and vetting procedures.
- The inspector spoke with a parent.
- The inspector interviewed the manager and the chief operating manager.

## Inspector

Sarah Morfett

## Full Report

### Information about the setting

Toad Hall Nursery, Walton registered IN 2001. It is one of 13 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 on a the site of a secondary school, but have no operational links with it. Children are cared for in six rooms and grouped according to their age and ability. Each room has direct access to a garden area for outside play. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are 145 children in the early years age group 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 22 staff are employed, including the manager. Of these 16 hold relevant early years qualifications and all hold current first aid certificates.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance the environment by displaying lists of words from different home languages inviting parents and other adults to contribute so that all parents, staff and children feel valued
  
- further promote children's self-care skills, for example, by involving them in the choice and serving of food and drinks for snack time.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are happy, settled and eager to play in the nursery. The staff work closely with parents completing a comprehensive registration form all about children's individual needs, their dietary requirements, family background and their current abilities. This means staff have a good understanding of children when they start and can begin to cater for them as individuals immediately. Each child has a key person who takes responsibility for observing their learning and development and liaising with parents. The key person makes

observations of the children to assess how they are developing. Staff track children's development to see if they are making suitable progress expected for their age and stage of development. They use the assessments of children's learning to provide broad a range of interesting and challenges experiences, which contribute to children making good progress. The staff carry out a progress check for children at age two to identify their achievements and learning priorities for them. There are regular parent's evenings, when the key person shares details of children's progress with them. Parents can contribute to the children's records on a regular basis. They are given copies of the next steps in children's learning and development. This means they can support children at home and are effectively involved in their children's learning and development.

Children gain a good range of skills and abilities that ensure they are well prepared for next stage of learning and the move to school. All children can use a good variety of materials to make marks such as pens, paint and chalk. Challenges for older children are effective with the introduction of stencils and shapes for them to draw round. They enjoy playing with other resources such as ribbons on sticks making large shapes and patterns in the air. This means they develop good arm, hand and finger control, which promotes early writing skills.

Children thoroughly enjoy outside play and gain strong physical skills as they ride on bikes, run around and climb on an apparatus that helps them to learn how their bodies move. Overall, children's independence is promoted well as they manage self-care tasks such as washing their hands and putting on their coats and shoes to play outside. However, opportunities for children to develop their independence at meal times are less evident as, food is put onto their plates for them and staff pour their drinks. Children enjoy playing with sand and water filling containers of different sizes, tipping, and pouring these from one to another gaining a good understanding of volume. Younger children are adept at tray puzzles, they work out where the pieces need to go which helps them to problem solve and develops their knowledge of mathematics.

Staff use effective teaching methods when interacting with the children. The implementation of an early language programme has had a positive effect for both staff and children. Staff successfully use effective questions to challenge children's thinking. They work hard with the children to help them learn the sounds of letters by repeating these often. Children demonstrate a good knowledge as they draw round letter shapes sounding them out and link them to familiar things. For example, they recognise the letter 'O' on the paper and point out that it is the first letter of their name. Younger children benefit from staff interaction as they repeat words. Staff plan special activities for all age groups at least twice a week, which focus on children's communication and language in particular. These can be as simple as painting with kitchen utensils, singing songs and making up their own or playing sound games such as listening to a dog bark and replicating the sound. Through these activities, children gain strong communication and language skills.

**The contribution of the early years provision to the well-being of children**

Children play and learn in a friendly and stimulating environment. They use a wide range of toys and resources both inside and out. Staff set up play areas well, which enables children to move around freely and make choices about what they play with. The nursery staff work hard to ensure the environment is rich in signs symbols and print. However, there is less reflection of the children and staff's home languages. Therefore, children have fewer opportunities to see print in different languages. The effective deployment of staff gives children maximum support as they learn through a good balance of adult-directed and child-initiated play.

Children have strong relationships with the staff who cater for their individual needs well. They recognise when a child becomes tired and arrange for them to sleep. Young children are able to have their comforter's close by which makes them feel safe and secure. They demonstrate good relationships with staff as they seek them out to play with and return to them often for reassurance. Staff are kind and caring and if a child becomes unwell they act quickly and appropriately giving them cuddles and arranging for them to go home. This means children gain a good sense of belonging in the setting.

Staff support children effectively to make the move to the next stage. For example, children move up to the next room when staff feel they are ready and able to cope with the new challenges. They operate a good settling in process where staff can go with the children for short visits until they become familiar with the new staff. Staff complete transition forms with the parents so they have the correct information about the children as they move up. Older children benefit from visits to their new schools. They are able to meet with teachers in familiar surroundings as the teachers come to the nursery before the children move onto school. This aids the smooth transition for all children to the next stage of their learning.

Children's behaviour shows that they feel safe in the setting. They move around with confidence, make choices about what they play with, and demonstrate good self-esteem. Good risk assessments are carried out and ensure that all areas children play are safe and secure. Staff promote children's understanding of healthy practices very well. Children understand that they need to wash their hands before they eat because of germs. Health and safety is given high priority within the setting. Staff are vigilant in reducing the risk of cross-infection as they wipe children's noses when needed and ensure children who are unwell and infectious do not attend the nursery. Children benefit from varied, nutritious meals and snacks that are freshly prepared on the premises. Staff remind children to be polite to each other and give clear guidance about acceptable behaviour. This means children make the most of their time in the setting.

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

There are good systems in place to monitor staff practice. The inspection took place following a notification from the provider about a member of staff shouting at a child. The inspection found that the manager has taken immediate and appropriate action and is following the company policy for allegations against members of staff and the disciplinary

procedure. The inspection also found that the manager is complying with the requirements of the early years foundation stage welfare requirements. There is a robust induction, recruitment and vetting system in place that is successful in ensuring staff are well qualified and effectively checked upon employment. Staff have yearly appraisals to identify their training needs and ensure their ongoing suitability. The staff have regular supervision with the manager where they work together to set goals to enhance their performance. Staff are given responsibility for different aspects within the nursery such as health and safety and being an champion for the early language programme. The company support the team well. They are able to access a secure email address where they can share their worries and concerns. This goes directly to the chief operating officer who is able to sign post staff to places they can seek help or will arrange counselling for them if this will help. This means the company take their duty of care for the staff seriously, motivates staff and makes them feel very much part of the nursery.

There are good arrangements in place to safeguard children. Staff have regular training in child protection. As a result they have a good understanding of the steps to take should have a concern about children their care. The manager monitors children assessment records on a regular basis to ensure they reflect an accurate understanding of children's skills, abilities and progress. Those children not progressing as expected benefit from strong liaison between the parents, key workers and the nursery's Special Educational Needs Co-ordinator. They nursery liaise well with other external agencies to ensure early intervention and support is targeted for those children that need it.

The company support the manager well. The management team are very committed to continually improving the setting and offering high quality provision. Staff are involved in the evaluation process through the regular staff meetings. Staff constantly reflect on their practice and identify the priorities for their personal development. Parents are fully included in their child's learning and development through regular parents' evenings and discussions with their child's key person. A newsletter sent out each month keeps parents up-to-date with events taking place in the nursery. Parents complete questionnaires that show they are very happy with their children's care, learning and development. Parents report that they are extremely happy with the care and level of education their children receive.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY225251
<b>Local authority</b>	Surrey
<b>Inspection number</b>	908660
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	81
<b>Number of children on roll</b>	145
<b>Name of provider</b>	Carerom Limited
<b>Date of previous inspection</b>	25/05/2011
<b>Telephone number</b>	01932 252858

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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