

# Toad Hall Nursery (Haslemere)

Chestnut Avenue, Haslemere, Surrey, GU27 2AT

<b>Inspection date</b>	15/04/2013
Previous inspection date	10/03/2010

<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 make good progress in their physical development due to the good range of resources in the spacious hall and stimulating linked activities.
- Children's individual needs are well met because staff work well as team and have a caring and sensitive approach towards the children.
- Children are provided with a stimulating, welcoming and well resourced environment that captures their enthusiasm for learning.
- Staff plan a wide range of activities that make children's learning fun and exciting.
- Children in the pre-school room develop great interest in books, due to the good opportunities they have to interpret stories and make related designs.

### It is not yet outstanding because

- staff do not always extend their good communication with children by 'tuning in' to the different messages that babies attempt to convey, to further develop their vocabulary
- parental involvement in children's learning and development is not enhanced through regular opportunities for them to share information about progress at home.

## 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 observed activities in the baby room, pre-school room and outside play area.
- The inspector completed a joint observation with the manager of the provision in the baby room.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parent's views spoken to on the day of the inspection.

## Inspector

Catherine Greenwood

## Full Report

### Information about the setting

Toad Hall Day Nursery is one of 12 nurseries run by Carerom Ltd. It opened in 2001 and operates from a former Victorian school, which has been converted for use as a day care facility. It is situated in Haslemere, Surrey. There are four classroom areas, a dining room and a large main hall in the centre of the building that is used for a range of physical play activities. There are two areas available for outdoor play. Children are accommodated in age related groups with appropriate toilet and nappy change facilities. All meals and snacks are prepared on site in the nursery's kitchen. The nursery serves families from the local community and surrounding villages. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attend for a variety of sessions. The nursery is open each week day from 8.00am to 6.00pm for 51 weeks of the year, excluding bank holidays and provide additional times each weekday from 7.30am to 6.30pm. There are currently 126 children aged from three months to the end of the early years on roll. The setting is in receipt of funding for the provision of free early education to children aged two, three and four. It provides support for children with special educational needs and/or disabilities. The provision employs 13 full time members of staff, of whom 12 hold appropriate early year's qualifications. One member of staff is working towards a qualification. The provision receives support from the local authority.

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

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

- strengthen staff awareness of how to use opportunities to 'tune in' to the different messages that babies attempt to convey, to further develop their vocabulary
  
- strengthen opportunities for parents to share information about their children's learning and development at home.

### Inspection judgements

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

Staff meet children's individual needs, work well as team and have a caring and sensitive approach. They talk about how to do things, which helps children to solve problems and achieve their aims. For example, when children are trying to negotiate a large play tunnel in the hall. Staff in the pre-school group are good at following children's lead in conversation, and thinking about things together. As a result, children are active and motivated learners, particularly as they use books and interpret stories. Consequently,

they are well prepared for the next stage in their learning, including starting school. Staff use clear assessments of individual children to plan a good range of activities that promote their enthusiasm for learning. They successfully support children to make good progress in relation to their developmental starting points. Communication with parents is good overall. They receive monthly newsletters about activities, e-mails and regularly attend social events. Staff engage with parents, provide feedback on a daily basis and share children's progress summaries during meetings throughout the year. However, this good communication with parents does not go far enough in allowing parents regular opportunities to contribute information about their children's progress at home. This reduces their involvement in children's learning and development.

Most staff in the baby room regularly engage and communicate well with children during their play. They respond to children's interest in saying and copying words when playing with a toy telephone, for example. Children listen and clap their hands as staff sing nursery rhymes. However, not all staff allow enough time to 'tune in' to the different messages that some young children attempt to convey, to further develop their vocabulary. Children enjoy experimenting with different movements. For example, they are keen to demonstrate their skills as they hop on one foot whilst turning around in a circle and create routes using equipment over muddy patches in the garden. Children show excellent understanding as they follow instructions, for example, when playing football, negotiating assault courses and during weekly music and movement sessions.

Staff print pictures from a 'book of the month' and encourage children to use the pictures to create their own interpretations. This successfully promotes children's interest and understanding of stories and ability to use a wide range of vocabulary as they describe their designs. For example, as they make castles and boats from junk resources. Children know the sounds of letters and can write their name with most letters correctly formed. They learn to care for the environment, through clothes recycling schemes. Children grow vegetables in the garden and show excitement as they discover potatoes whilst digging. They learn about the features of living things as they help look after the nursery fish, put food out for squirrels and bring in pictures of their pets. Children independently use a wide range of programmes on the computer and handle a range of accessible media and materials which are easily accessible. They play imaginatively as they dress up and use resources in the home corner, design 'watches' using construction resources and pretend to be lifeguards as they jump around on the floor.

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

Children are confident, independent and motivated in their play. Staff encourage children to explore and talk about what they are learning and value their ideas and ways of doing things. They pay attention to how children engage in activities and stay close by during their play. This enables babies to explore the toys with increasing independence, as they 'check in' regularly, as and when needed. For example, when playing with resources in the large hall. Children in the baby room develop a sense of identity, as they enjoy looking at themselves in low level mirrors. They are beginning to engage with other children and form friendships as they spontaneously kiss others. Children are comfortable and at ease

with staff who know them well. Staff give children clear expectations about behaviour and encourage children to work together and communicate in a positive way, to promote their co-operation. Consequently, children learn to wait, share and take turns.

Staff promote children's good health through the provision of healthy meals and snacks and lots of opportunity to be active, both indoors and outdoors. Meals prepared by a qualified onsite cook include menus that cover seasonal changes and take account of children's individual dietary needs. Children benefit from a stimulating, welcoming and well resourced environment that captures their enthusiasm for learning. They make good progress in their physical development, due to the spacious and well resourced indoor and outdoor play areas. They have access to two separate outdoor areas, one of which includes a vegetable plot. Children use tyres and foam connection blocks to build large scale constructions, ride wheeled toys, and develop their senses as they smell plants in the herb garden. The large indoor hall is filled with exciting play equipment that promotes children's exploration and enthusiasm for testing their own abilities. For example, children enjoy crawling through a large tunnel, negotiating climbing apparatus and finding resources to use in a sand tray. Children learn about their own safety and take risks within safe limits. Older children help check the outside play areas and equipment before they use them. Children learn about differences in the world through taking part in activities and using resources, books and stories, related to celebrations such as Eid and Diwali.

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

All staff receive safeguarding training and are fully aware of the procedures to follow if they have any concerns. The organisation and manager take appropriate action to ensure that staff who are employed at the provision are suitable to care for children. All staff have had appropriate checks completed. Children are safe and secure within the premises. Staff supervise them well at all times, both indoors and outdoors and complete daily risk assessments that include outings. They are very observant during times that children play outside in the two adjacent gardens, due to having to leave the premises via the front door into a public area. The manager and organisation make effective use of self-evaluation processes to make on-going improvements to the provision that include contributions from staff, children and parents. All recommendations made at the last inspection have been met and there are clear plans in place to further develop the quality of the provision. The provision takes part in quality assurance programmes and have found this to be a valuable exercise for reviewing what they do across all aspects of the provision. Since the last inspection, they have introduced 'Let's get physical' and 'Early language' programmes. This has led to significant continuous improvement in these areas of children's learning and development. Most staff have attended Early Years Foundation Stage training. This has developed their knowledge and understanding of how to assess children's levels of development, identify the next steps for their learning and how to promote these within the continuous provision.

All staff, trainees and students are monitored, coached, mentored and well supported. They receive supervision and annual appraisals and access regular training. There is a

training coordinator who is responsible for making sure staff complete mandatory training as well as providing opportunities to develop their own skills through vocational qualifications. The manager receives good support through the organisation. She regularly carries out observations to identify and feedback to staff about good practice and areas for improvement. She checks children's learning journeys and planning in each group room to ensure that staff monitor children's development and activities. The special educational needs co-coordinator works closely with staff, parents and other agencies to meet children's individual needs. She has attended all relevant training and spends time observing staff practice and meeting with parents to identify and work towards closing gaps in children's learning. Consequently, children benefit from continuity in their care and learning. The provision works closely in partnership with the local authority, children's centre and pre-school.

### **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>	120283
<b>Local authority</b>	Surrey
<b>Inspection number</b>	909540
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	71
<b>Number of children on roll</b>	126
<b>Name of provider</b>	Carerom Limited
<b>Date of previous inspection</b>	10/03/2010
<b>Telephone number</b>	01428 654117

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *'Complaints procedure: raising concerns and making complaints about Ofsted'*, which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

