

Toad Hall Nursery

74-76 Bridge Road, Chessington, Surrey, KT9 2ET

Inspection date

22/04/2013

Previous inspection date

17/05/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The nursery now completes and implements all required policies and procedures. Risk assessments are detailed and frequently reviewed so that staff keep children safe.
- Staff are deployed suitably and well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities.
- Staff arrange a variety of resources to provide children with enticing and adaptable activities that they use to develop lengthy imaginative play scenarios.
- The manager has a clear vision for the nursery and endeavours to improve practice through training.

It is not yet good because

- Staff do not always make the most of opportunities to develop children's early writing skills.
- Staff do not use the outdoor area fully effectively to help children's early reading skills.

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 talked with available staff, some parents and held discussions with the manager.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interactions.

Inspector

Nadia Mahabir

Full Report

Information about the setting

Toad Hall Nursery registered in 2004 and is one of 13 nurseries run by Careroom Limited. The nursery is located in the ground floor premises of a converted church in Chessington, Surrey. It consists of four base rooms, two of which are baby units, a kitchen, an office, with two secure outdoor areas. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. It operates from 8am to 6 pm, Monday to Friday throughout the year, except for bank holidays. There are currently 87 children in the early years age range on roll. The nursery supports children who are learning English as an additional language. A total of seven staff work directly with the children; of these six hold relevant early years qualifications.

What the setting needs to do to improve further

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

- develop the educational programme for literacy further to help children learn more about the value of words, such as through using names, signs and posters, particularly in the outdoor environment, and by providing more opportunities for children to practise their early writing skills in practical situations, for example, during their pretend play.

Inspection judgements

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

Children are making good progress in their learning and development. Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They work well as a team to provide children with a programme of education that covers all required areas, although the programme for literacy has some weaker elements.

Children learn to be confident and independent as part of their social development. They are familiar with the sessions and know what comes next through the day. Overall, a wide range of good quality resources are available daily to maintain the continuous provision of equipment and toys that stimulate children to explore their environment. Sand and water trays are available to promote children's understanding of early mathematical ideas, such as volume as they fill and empty containers. As children play in the role play area, they learn about other cultures and the world around them through a selection of interesting toys, such as dolls and cooking equipment.

Children to use a wide range of books. They use the comfortable book corners independently and also enjoy sitting with staff while they read stories. Older children are beginning to link sounds to letters; some are naming and sounding the letters of the alphabet gaining skills that will be useful when they move on to school. However, in, literacy children have fewer opportunities to practise early writing skills in their pretend play. Staff do not make full use of the outdoor environment to support children's growing understanding of the value of words in practical ways. As a result children are not fully supported in preparing for learning at school. During planned activities, children receive clear guidance to take turns at answering questions when they sit in groups. This fosters their ability to concentrate, in readiness for school. Children give meaning to marks as they draw and paint. They develop some pre-writing skills through copying patterns and they sometimes ask staff to write their names..

Children's physical development is encouraged both indoors and outside in the garden. All staff now support such activity with common expectations for how equipment will be used, and with energy and enthusiasm. The outdoor play area is well resourced and consists of appropriate sized equipment. Babies and younger children play in a separate room with direct access to their own outdoor area. Resources there are stored at a low level so that children can choose what they want to play with. The younger ones enjoy sharing books with staff and joining in with songs and familiar rhymes, developing their language and communication skills as they do so.

Staff observe the children's individual progress and record development in their folders. They use these records to plan and provide a varied range of activities and experiences, taking into consideration the children's individual interests and ideas. Information about children's development and welfare is regularly exchanged with parents through daily conversations and written records. This approach means that children's interests can be fostered and information shared. Parents are encouraged to support their children's learning at home and to make observations of their achievements, which can be shared with staff.

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

Children's self-esteem is enhanced as they receive praise for good behaviour, effort and achievement. Staff encourage children to share and take turns and most respond well to reminders and direction from the staff. Staff monitor any concerns about children's behaviour and seek advice where necessary. They now implement strategies to support any specific behavioural issues. The children are involved in safe risk-taking which helps them to learn about managing their own safety. For example, the staff talk to them about being careful when running around in the outside area and how to use equipment safely. Children clearly demonstrated that they now feel safe and secure in the nursery. However, on occasion, staff have not supervised children sufficiently well and a child was left outside in the garden area for a short period. New procedures are in place to make sure this incident is not repeated.

Children are provided with healthy choices for food and drink at snack times. Parents are asked to provide details about any allergies or health needs and these are managed effectively by the staff. Children are independent in the toilet areas and they are learning about managing their own personal hygiene through discussion with and good role modelling by the staff.

They separate from their parents when they arrive and quickly settle to play. The key person works closely, on an individual basis with parents, to help children settle in. Children show a secure bond with the members of staff. Displays portray photographs of children and their families and important words in children's home language. This helps children to develop a good sense of belonging as their individual backgrounds are known and respected. Children are happy and settled because they have strong relationships with their key person. These help to promote children's confidence and independence.

Babies form good attachments to their key person and respond with smiles and gurgles when they interact with them. They are happy to independently explore their environment when they know a familiar adult is nearby. They seek reassurance and cuddles when they need to. Parents provide information about their children's care needs and these are managed by the staff. Through involving parents, the staff share information about current topics and the children's interests with the other provider to promote a consistent approach for the children.

Children are well-prepared for moves to different rooms in the nursery due to the effective sharing of information between the staff team. Partnerships with other providers of the the Early Years Foundation Stage have been established and contribute towards smooth transfers to school. Links with other agencies involved with children mean that specialist help is available if needed.

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

Staff have a secure knowledge of child protection procedures, which means they know what action to take if they are concerned about a child's welfare. This inspection was brought forward owing to the nursery informing Ofsted, as required, of an incident where requirements were not met and a child was left alone in the garden. This inspection has found that procedures have been reviewed and that staff are now deployed well, understand their roles and adult to child ratios are properly maintained. This review means that children are now well supervised and kept safe indoors and outdoors. The nursery's risk assessment records show that hazards in the provision are clearly identified and reduced. Clear policies and procedures are known and understood by all staff and have become embedded into practice. Procedures for staff recruitment and induction are in place so that adults working with children are suitable and now understand all their roles and responsibilities. Arrangements ensure that all accidents are clearly recorded and that relevant information is promptly shared with parents. Staff receive training to ensure that they are well equipped to respond appropriately to children's needs if an accident should occur.

The management team understands its role in implementing the learning and development requirements. This role includes self-evaluation of the provision at many levels, including seeking the views of parents and staff, and addressing recommendations from the previous inspection. Systems for observation and planning now take into account the needs and interests of individual children and what children need to learn next.

Staff develop good relationships with parents and this has a positive impact on meeting children's individual needs. Parents have many opportunities to learn about the Early Years Foundation Stage because staff establish close links with families. They are kept up to date about their child's learning through daily verbal feedback and photographic displays, newsletters and written activity planning. Specific parent consultation times also take place during the year, when parents are invited in to the nursery to formally share their child's progress. Parents speak highly of the care and learning their children receive.

Staff receive good support from the management team to further their professional development through regular meetings, appraisals and additional training. The management has taken sufficient action on most of the recommendations made at the previous inspection. The manager demonstrates a positive attitude to continuous improvement and has implemented some changes as a result of training.

The Childcare Register

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

Unique reference number	EY274840
Local authority	Kingston upon Thames
Inspection number	913994
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	87
Name of provider	Carerom Limited
Date of previous inspection	17/05/2011
Telephone number	020 8391 4447

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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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