

Toad Hall Nursery

19 Massetts Road, Horley, Surrey, RH6 7DQ

Inspection date

04/06/2013

Previous inspection date

22/09/2009

The quality and standards of the early years provision

This inspection:

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

- The learning environments are very effective at supporting children's independent play and cover every area of learning.
- Children benefit from being cared for by attentive staff who know the children's individual needs very well.
- Staff build good working relationships with parents, and the nursery leaders and managers value their opinions.
- Children with additional needs enjoy good targeted support, enabling them to make rapid progress.

It is not yet outstanding because

- The methods used to monitor the effectiveness of the curriculum do not fully support the nursery in assessing the progress of particular groups of children, such as those with English as an additional language.

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 children at play in all of the playrooms, and the outside areas.
- The inspector discussed nursery practice with staff and senior management.
- The inspector examined a range of documentation.
- The inspector offered to carry out a joint observation, but this was declined as the manager was not present.

Inspector

Susan McCourt

Full Report

Information about the setting

Toad Hall Nursery is one of fourteen nurseries run by Careroom Ltd. It opened in 2005 and operates from a large detached house in the centre of Horley in Surrey. The nursery caters for up to 53 children at any one time. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. Children are cared for in groups organised by age and all children have access to their own secure outdoor play areas. There are currently 74 children in the early years age group on roll. The nursery receives funding for early education for children aged two, three and four years. The nursery supports a number of children with special educational needs and those who speak English as an additional language. The nursery employs 13 staff. Of these, 11 hold a level three qualification and two others are working towards their level three.

What the setting needs to do to improve further

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

- enhance monitoring systems so that managers can identify achievement gaps for different groups of children such as boys, or those with EAL.

Inspection judgements

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

Staff have a good understanding of how to meet the learning and development requirements. They provide a broad range of activities that promote learning in all seven areas of the curriculum. Staff also pay greater attention to the prime areas of learning for babies and younger children. Staff understand that children need to explore and initiate their own play to foster a sense of curiosity and the confidence to have a go at new experiences. As a result, children are independent, active learners.

Staff have good teaching skills. They are very attentive to babies' communication and join in with their vocalisations and facial expressions to create a conversational atmosphere. With toddlers, staff speak clearly and emphasise new words and phrases to help children understand. They are also attentive listeners, giving children time to think and express themselves. Pre-school aged children show a good knowledge of phonics, or letter sounds. They know what sound their names begin with and can suggest other words beginning with the same sound. Children of all ages also enjoy a range of early writing activities using paint and pencils, and have frequent opportunities to look at stories and home-made books. As a result, children have good communication and language skills. Staff use children's play very effectively to explore what children know and to teach them new

things. For example, children cutting out shapes to make a collage are encouraged to chat about their favourite fruits and what colour they are. Staff ask open questions to help children explore their thoughts and make decisions about how they want their picture to look. Children enjoy setting their own challenges. For example, children explore using a pop-up tunnel and experiment with sliding into it from the large slide. With each attempt, they modify what they are doing until they are successful. This demonstrates that children are confident to have a go at something new, and to persevere with problem-solving.

Staff use well-established formats to record children's progress and make assessments. They make regular observations of children's achievements in all areas of learning and track children's progress using published guidance. This enables them to see if children are achieving in line with their expected levels of development. Staff are skilled at noting any achievement gaps and at taking action to address them. They identify children's next steps and make plans that will meet the learning needs of each individual. Where staff identify that additional support is needed, for a language delay, for example, they respond quickly. Specialist staff work with parents and other agencies to devise individual educational plans which are frequently reviewed and refined. In this way, all children make rapid progress given their starting points and capabilities.

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

Children are well-settled and secure as a result of the well-established key person system. Staff know the children very well and understand their individual personalities and dispositions. This enables them to tailor their care, such as providing extra cuddles for children who did not sleep well. Babies have photographs of their family posted on the wall which helps them to settle. Older children have their bags and coats in the room and wear nursery t-shirts which helps them to gain a good sense of belonging. Staff provide very effective learning environments. Children can move freely between the indoors and outside whatever their age, and enjoy activities in every area of learning. This helps children who have active learning styles to still engage with early writing activities, for example. Resources and equipment is stored at child height, and children can move resources around to set their own challenges. This fosters a strong drive for independent learning and develops children's decision-making skills.

Children have good opportunities to enjoy a healthy lifestyle. Meals and snacks are healthy, and provide for a wide range of dietary preferences and allergies. Children have good opportunities to be independent at mealtimes. Older children pour their own drinks, for example, and babies are encouraged to feed themselves where appropriate. Staff are vigilant about sun safety and the children understand why they must wear sun cream and a hat. Staff give clear explanations about keeping safe, which means that children adopt good habits when using scissors for example. Children adopt good hygiene routines and spontaneously wash their hands before having a snack. Staff follow well-established guidelines for nappy changes to minimise the potential of cross-infection and keep children comfortable. Children enjoy a wide range of activities which support their physical growth and development. Children dig, play with balls, climb and enjoy group action songs. They also enjoy activities where they manipulate small objects such as glue sticks

and dough, developing their small muscle strength.

Children behave well. Staff give clear and simple explanations about how to share and cooperate in play, and consistently follow up what they say, to support children to behave. Children enjoy frequent praise and show great pride in their achievements. Children work together on shared tasks, such as making cakes in the sand tray. They chat with their friends and invite each other to join in games. Children help to keep equipment tidy and they enjoy being helpful. Staff are careful to manage their children's transitions as they move on to other playrooms. The decision is made jointly with parents when the child is developmentally ready. Children visit the other playroom and have opportunities to visit and settle in before making the transition. Staff are also thoughtful to prepare children to move on to school, providing uniforms in the dressing up box for example, and photographs of the classrooms. Overall, this means that children have the skills and confidence to help them in their future learning.

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

The inspection was brought forward following a notification made to Ofsted about a significant event. The nursery leaders and managers have a strong understanding of how to meet the safeguarding and welfare requirements. The organisation has well-established policies and procedures for all staff to follow. Leaders also carry out a variety of monitoring procedures to make sure that the nursery is maintaining the standards set. As a result, the nursery is meeting all the requirements. All staff are rigorously checked as to their suitability before they start work in the nursery, and undergo a thorough induction and probationary period. All staff understand the safeguarding procedures and know what to do should they have concerns about the welfare of a child. Staff refresh their child protection training regularly. They maintain children's records in a thorough and accurate way, which underpins children's well-being. For example, medication and accident records are very detailed.

Nursery leaders and managers have a good understanding of how to meet the learning and development requirements. They gather data on children's progress through the Early Years Foundation Stage and analyse it to identify gaps in the curriculum. For example, they identified that aspects of the curriculum for mathematics were not as strong as other aspects. As a result, they supplied further equipment and resources in the learning environment, and guidance for staff on how to support this aspect of the curriculum. They then reviewed children's progress and found an improvement in this area. However, managers are unable to use their data to identify achievement gaps for particular groups, such as those with English as an additional language, or boys. This limits their ability to address the particular needs of these groups. Staff receive regular supervision and annual appraisals which help them to identify their strengths and areas for improvement. Action plans are reviewed regularly and staff receive good opportunities for training and developing their skills. Leaders and managers reflect on their practice and follow a self-evaluation process which incorporates the views of staff and parents, and act on their ideas. This demonstrates that they have a good capacity for continuous improvement.

Parents greatly appreciate the feedback they receive about their child's learning, development and welfare in the nursery. Parents are confident in the care their children receive and feel that staff know the children's needs very well. Parents met with their child's key person twice a year to review the child's progress and can also talk with them at any time. This builds a strong and open partnership and supports children's consistent care. Staff build professional relationships with other agencies such as support staff for children with additional needs. This helps to provide coherent care for children and helps them to make strong progress. Staff initiate good relationships with receiving schools to enable a smooth transition for children.

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

Unique reference number	EY273595
Local authority	Surrey
Inspection number	916480
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	74
Name of provider	Carerom Limited
Date of previous inspection	22/09/2009
Telephone number	01293 823500

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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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