

Toad Hall Nursery Ottershaw

The Old School House, Brox Road, Ottershaw, Chertsey, Surrey, KT16 0HH

Inspection date	26/06/2013
Previous inspection date	22/05/2009

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

- Children are very happy at the nursery. They receive lots of verbal praise for their efforts, which develops their confidence and self-esteem.
- An effective key person system helps ensure children's emotional well-being. Children build secure attachments with staff who have a good understanding of children's individual needs, interests and abilities.
- The management team develops action plans and are pro-active in ensuring that continued improvements consistently occur throughout all aspects of the provision.
- Effective lines of communication are embedded in practice and parents are complimentary about the staff and care provided by the nursery.

It is not yet outstanding because

- There is scope to develop young children's physical play indoors.
- Staff do not always allow children time to pursue their learning without interruption.

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.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, self-evaluation, menus, policies and procedures.

Inspector

Hazel Farrant

Full Report

Information about the setting

Toad Hall Nursery Ottershaw is one of 16 nurseries owned by Careroom Limited. It opened in 1999. The nursery operates from three main play rooms with washing, toilet, and kitchen facilities within an old school house building in Ottershaw, Surrey. The children share access to a fully enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 51 weeks a year. Children may start at 7.30am by prior agreement. The nursery is registered on the Early Years Register. There are currently 80 children on roll. The nursery receives funding for the provision of free early education to children aged three and four. The nursery supports children with special educational needs and/or disabilities as well as those who learn English as an additional language. The nursery employs 14 members of staff, nine of whom hold appropriate early years qualifications. Additional staff are also employed to cover the lunch period. The manager holds a degree in Early Childhood studies and Health studies. The deputy holds a degree in Early Childhood studies.

What the setting needs to do to improve further

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

- provide young children with different arrangements of toys and soft play materials to encourage crawling, tumbling, rolling and climbing in the indoor play area

- give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities.

Inspection judgements

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

Observation, assessment and planning systems to meet the learning and development requirements of the Early Years Foundation Stage are effectively in place. Staff track children's progress routinely and record their achievements. Development records clearly show that children are within their developmental age bands and are making good progress given their starting points and capabilities. The staff have a secure understanding of how children learn through play. As a result, there is a strong focus on children acquiring and developing good communication and language skills. For example, young children sit and listen attentively to a member of staff telling them a story. The story is brought to life with the use of a variety of props. However, not all staff consider the importance of giving time for children to pursue their learning without interruption. For

example, calling children away from story time to eat their snack. That said, most staff are enthusiastic and make learning fun and the quality of teaching and learning is good.

Children are very happy at the nursery. They receive lots of verbal praise for their efforts, which develops their confidence and self-esteem. For example, children take turns in helping with everyday routines, such as laying the table and helping to serve the food at mealtimes. As a result, children become confident learners and communicators. Staff in the over two years room are fully aware of the progress check at age two assessment. They successfully report on how each child is progressing and share their findings with the parents. Staff know their key children extremely well and have high expectations of what children can achieve. Staff successfully use the information from their observations of children's play to plan experiences and activities to meet children's individual development needs. Children who have identified special needs and/or disabilities or who learn English as an additional language are supported very well through individual education plans. Staff show a strong level of commitment to narrowing the gap for such children and ensure they progress well given their starting points and capabilities. This is achieved through individual support when needed.

Parents are involved in their children's learning by contributing their observations of children's achievements. This is through posting notes up on the 'achievements' board or contributing to children's learning journeys. The staff build on these through individual planning and enhancing children's play and learning experiences. Children in the pre-school room benefit greatly from activities which support their school readiness, such as recognising letters, numbers and developing their independence skills.

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

Children manage their personal needs increasingly well, relative to their ages. For example, children make good efforts to brush their own teeth after mealtimes. Children help to prepare snacks, set the meal table and pour their own drinks. Staff carefully check their records of each child's dietary needs before food is served to ensure these are addressed appropriately. Nutritious, tasty meals are cooked on the premises from fresh ingredients. Older children talk about 'good choices' and 'bad choices' when they talk about foods. This demonstrates their developing understanding of the importance of healthy eating. Babies and children sleep comfortably in cots or on sleep mats at times according to their routine. This means they have their individual needs well met. Children learn how to manage their own safety because they are actively involved with identifying potential risks in the outdoor area.

Children develop healthy lifestyles as they gain an understanding of the need for physical exercise. Children exercise vigorously as they play outdoors. For example, they scoot and peddle a variety of wheeled toys and work collaboratively in constructing a play den. Resources are plentiful, good quality and easily accessible to enable children to make their own choices. Overall, good use is made of space, both inside and outdoors, which enables children to move freely around. However, there are fewer opportunities for babies to roll, crawl and climb in the indoor area, to further promote their all round physical skills.

Children receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. Children share concerns with staff, which demonstrates that they feel safe. Children are developing a good understanding of acceptable behaviour and talk about their feelings and emotions. As a result, children's behaviour is very good. Staff are suitably qualified and throughout the day, staffing levels are effectively maintained. An effective key person system helps ensure children's emotional well-being. Children build secure attachments with staff who have a good understanding of children's individual needs, interests and abilities. Children's good progress continues each time they move up to the next room. This is because staff organise visits to the next room and ensure that the new key person has a clear understanding of the child's prior skills, knowledge and understanding. These moves are discussed thoroughly with parents to ensure that children continue to feel safe and secure. Similarly, children are well supported by staff to move on to other settings and to school and are well prepared for the next stage in their learning.

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

The leadership team has a very secure understanding of their responsibilities in meeting the safeguarding and welfare requirements. Children are well-protected in the nursery because staff have a good knowledge of the safeguarding procedures. All staff are required to complete safeguarding training and are aware of who to contact should they have a safeguarding concern. Staff observe children well and are vigilant in ensuring that children stay safe. For example, staff record existing injuries, keep exit doors secure and ensure only authorised persons enter the building. Staff implement written risk assessments and daily safety checks, which help to identify potential hazards and minimise risks. Consequently, children stay safe as they are cared for in a safe environment where staff give a high priority to children's safety.

Staff have a good understanding of how best to support children and provide purposeful and developmentally appropriate learning experiences. The inside and outside environments offer engaging activities which cover the seven areas of learning effectively. The management team and staff clearly understand their responsibilities in meeting the learning and development requirements. They consistently assess and monitor children's progress to ensure that children progress towards the early learning goals.

Staff undertake self-evaluative practice which highlights strengths and areas to improve in the nursery. The management team develop action plans and are pro-active in ensuring that continued improvements consistently occur throughout all aspects of the provision. The management team has developed audits and development plans to drive forward change. The views of children, parents and staff are taken into consideration. Effective procedures for the selection and recruitment of new staff are in place and help to ensure that children are cared for by suitable adults. Students and new members of staff shadow room leaders so that they can build a firm understanding of the nursery's expectations.

The manager supports staff in their continued professional development through appraisals, staff meetings and peer mentoring. Staff undertake statutory training and attend 'refresher' courses where appropriate. For example, safeguarding and first aid training to provide continuous support to their work with children. Staff have purposeful partnerships with parents. Effective lines of communication are embedded in practice and parents are complimentary about the staff and care provided by the nursery. Good relationships with other provisions and professionals are firmly established and contribute well to supporting children's learning and welfare needs.

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	120286
Local authority	Surrey
Inspection number	917768
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	41
Number of children on roll	80
Name of provider	Carerom Limited
Date of previous inspection	22/05/2009
Telephone number	01932 874286

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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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