

Toad Hall Nursery

83 St. Lukes Road, Maidstone, Kent, ME14 5AS

Inspection date	11/10/2013
Previous inspection date	22/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 leadership and management have effective strategies and processes to provide good leadership and direction for the staff team to promote continuous improvement.
- Children play in a welcoming, safe environment where toys and resources are easily accessible. Children therefore, make good progress in their learning and development.
- Children settle well due to the good relationships that they build with the staff.
- Staff have good relationships with the parents and carers, helping to meet children's individual needs and promote continuity of care.

It is not yet outstanding because

- Children do not have a wide variety of resources in the art and craft area to support their individual interests to extend opportunities to explore and develop their creativity.
- Staff do not provide a consistent approach to extending children's mathematical and literacy development through every day routines and activities.

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 spent the majority of the inspection observing the staff interacting with the children in all four rooms.
- Parents' views were obtained through discussion on the day of the inspection.
- The inspector discussed leadership issues with the manager and the Childcare and Curriculum Advisor.
- Documentation was sampled and reviewed, including the safeguarding policy and procedure.

Inspector

Jane Wakelen

Full Report

Information about the setting

Toad Hall Nursery is one of 213 nurseries owned by Busy Bees. It opened in 1996, and was acquired by Busy Bees in 2012. The nursery operates from the ground floor and lower ground floor of a large house in Maidstone. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 41 children on roll in the early years age range. The nursery provides funded early education for three and four year olds. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 10 staff, of whom nine hold an appropriate early years qualification between National Vocational levels 2 to 4.

What the setting needs to do to improve further

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

- further develop resources, activities and everyday routines to extend children's mathematical and literacy development.

- improve resources for the art and craft area to promote children's exploration and creativity taking their interests into account

Inspection judgements

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

Children enjoy playing in the welcoming, homely environment alongside their peers of the same age and stage of development. Each child has a key person who knows their individual personality well and works in partnership with the parents to meet the child's individual needs. Parents are kept well informed about their child's daily routine and activities. Contact books, information sheets and learning journals are all shared with the parents to keep them informed both verbally and in writing. Parents are encouraged to contribute to these records providing a good two-way method of sharing information. The key person, in addition to a summative assessment and tracking process, carries out observations and assessments regularly. This helps to ensure all children make good

progress in their learning. The progress check is carried out when children are two years old by the key person and includes written comments from the parents. Therefore, this provides an informative record for the health professionals.

Children develop in confidence and become independent due to the good relationships they build with their key person. Children are able to move freely around the room, with the toddlers and pre-school children enjoying time together. This helps them to build relationships and supports their individual development. All children are encouraged to make choices about where they wish to play and the resources they would like to play with. Children move around the nursery selecting toys and activities that reflect the seven areas of learning, such as playing in the role play area, acting out familiar roles such as dinner time. This demonstrates children are developing their imaginative play skills. Each room has a variety of books on accessible storage shelves or in low storage for the baby room. Staff promote children's listening skills through story times and sharing books on a one to one basis for all ages. Children are able to use pens, chalks and paints daily to make pictures. However, there is not a wide range of resources fully available in order to encourage children to fully explore media and materials and develop their creativity.

Children play with natural materials daily, such as sand and water, where children fill containers and empty them. Children are beginning to learn mathematical terms as they ask for more water to drink and talk about the big dinosaur on the computer programme. However, staff are not consistent in their approach to supporting children's mathematical development in daily routines and activities. For example, during snack time a child states he has bitten a corner off a cracker. Staff do not extend this learning further by asking how many corners the child has left or by talking about the shape of the cracker. Staff talk to the children about what they are playing with, asking appropriate questions to extend children's vocabulary. Staff working with the younger children understand the importance of being good role models repeating children's speech. This helps the youngest children to develop their understanding and develop their communication and language skills.

Children are showing developing fine physical skills as they hold their pencil in between their thumb and finger. They demonstrate good hand and eye coordination as they pour the water into their cup or trace the stencil shapes on the mark-making table. Young babies are able to become mobile in their safe, stimulating room. They use the low furniture and cots to pull themselves up to standing, gaining confidence to let go. Toddlers and pre-school children have daily opportunities to play in the garden using the good range of toys. They build in the construction area using the large rubber bricks or ride the tricycles, developing spatial awareness.

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

The key person system is developing well, with children demonstrating good relationships with each other and the staff. Children develop good self-esteem and behave well, supported by the praise and encouragement from the staff. All children begin to develop good personal independence, starting with the babies learning to feed themselves. The toddlers begin to pour their own drinks and the pre-school children learn to take

themselves to the toilet and wash their own hands. Children behave well and demonstrate a good understanding of the expectations of the staff. Gentle reminders from staff for the new children enable them to learn the rules of the nursery. Effective support is offered to each child as they move through the various rooms, supported by their key person. Consequently, children settle well through a smooth transition.

Children have daily opportunities to play in the garden with the good range of resources. This provides children with sufficient exercise and they benefit from the fresh air, which supports a healthy lifestyle. Children are offered a variety of fresh fruit for snack time and a balanced diet through the planned menus, selected for the different seasons. Children learn to sit at a table for meal and snack times and follow well developed routines. For example, some of the older children do not need reminders about washing hands before eating. Staff are good role models and implement effective procedures for nappy changing. Therefore, this reduces the possibility of cross infection.

Children feel safe in the setting and demonstrate this by approaching staff for a cuddle or to share their achievements. Children are supported in keeping themselves safe. For example, children are reminded to sit on the chair properly or to wait until the floor has been mopped as it is slippery. Staff carry out regular safety checks and are vigilant to children's safety. For example, in the summer staff apply sun cream, having sought permission from the parents. Children are reminded about holding onto the rail on the slide or to steer the tricycle away from the other children. This helps children learn to behave in ways that are safe for themselves and for others.

Children have access to and play with, a stimulating range of resources and toys. These are all stored accessible to the children on low level shelving or in storage boxes. Each room has its own equipment that is specifically directed at the age and stage of development of the children attending. All resources are in good condition and well maintained. Staff have put picture labels on boxes, but written labels are not yet in place. This does not fully encourage older children to learn that print carries meaning through everyday routines.

Staff show a competent knowledge and understanding about supporting children through times of transition. For example, when children are preparing to leave for school, staff provide activities to support this. Children bring in a packed lunch to learn to eat on their own. They develop good personal care skills and listening skills necessary for school. Children receive some activities to promote their literacy skills, such as, identifying their name.

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

Arrangements for safeguarding children are good. There are thorough, effective procedures in place, including regular training for all staff, both in-house and externally. Overall, staff implement the well-written safeguarding policy and procedure effectively. However, the inspection was brought forward following concerns raised regarding a

safeguarding incident involving a member of staff and her behaviour management strategies. The inspection found that the nursery's whistle blowing policy was implemented effectively and the deputy manager followed the correct procedures by notifying the relevant authorities and the parents as required. The company took appropriate action concerning the member of staff and have initiated a review of staff's understanding about the safeguarding policies and procedures to ensure they are kept up to date with child protection issues. In addition, additional training is being delivered for the management teams to ensure they continue to be able to deal with staffing issues effectively in the future and for staff to implement appropriate behaviour management strategies at all times.

Rigorous procedures are in place for the recruitment of new staff, including taking up the necessary suitability checks. This process is followed by a probationary period and thorough induction, which includes safeguarding procedures. An annual appraisal system and regular supervision meetings, together with a written declaration, help to ensure staff remain suitable to work with children. Accurate risk assessments are in writing and identify hazards within the environment. Staff implement strategies to minimise the hazards to provide a safe, secure environment for children to play in.

There are secure procedures for the monitoring of the educational programme. The strong management team check children's learning journals on a regular basis. They provide support and guidance for staff to identify the learning that has taken place and how to take children forward. Regular staff meetings and general daily discussion helps staff and managers to identify any issues or concerns. These meetings help to inform the self-evaluation, taking into account the views from parents, staff and children. The manager and the leadership team for the company, have a good awareness of the strengths and weaknesses of the nursery. Consequently, the company devises training packages to deliver tailored support for all staff. As a result, continuous improvement is well developed and achieved.

The nursery works well with outside agencies and other local settings to improve practice. Teachers from local schools are invited into the nursery to meet the children before they leave for school. Therefore, this supports the process of transitions. Advice from outside professionals are implemented into the nursery to meet individual children's learning needs, in partnerships with parents. Parents are encouraged to be fully involved in setting targets and contributing to children's development resulting in effective programmes of support.

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	127720
Local authority	Kent
Inspection number	934715
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	41
Name of provider	Just Learning Ltd
Date of previous inspection	22/02/2011
Telephone number	01622 755040

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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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