

Toad Hall Nursery (Haslemere)

Chestnut Avenue, Haslemere, Surrey, GU27 2AT

Inspection date	15/05/2014
Previous inspection date	15/04/2013

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

- Staff value working in partnership with parents; they are fully involved in their children's learning and development. An effective partnership between staff and parents prepares children well for the next stage in their education.
- There are good assessment systems in place. Staff plan for children's emerging interests and next steps with confidence to aid good progress.
- A good focus is placed on learning both in the indoor and stimulating outdoor environment which provides a strong base for children to develop confidence, independence and to explore.
- Behaviour is good and the children are very confident, demonstrating a good awareness of safety and their own self-care routines.

It is not yet outstanding because

- Some staff's teaching practices do not fully support all children to extend their critical thinking and problem solving 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 had a tour of the nursery with the deputy manager and carried out a joint observation with the manager.
 - The inspector held discussions with the manager and regional operational manager.
 - The inspector held discussions with the deputy manager, key persons and staff.
 - The inspector observed children taking part in activities indoors and outdoors.
- The inspector looked at a sample of various documents, including policies and procedures, risk assessments, staff training, records of children and evidence of the suitability of staff.

Inspector
Jane Franks

Full report

Information about the setting

Toad Hall Day Nursery is one of 14 nurseries run by Carerom Ltd. It registered in 2001. The nursery operates from a former Victorian school, which has been converted for use as a day care facility in Haslemere, Surrey. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four base rooms, 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 attend for a variety of sessions. The nursery is open each week day from 8am to 6pm for 51 weeks of the year, excluding bank holidays and provide additional times each weekday from 7.30am to 6.30pm. There are currently 175 children attending within the early years age range. The nursery receives funding to provide 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 23 full time members of staff, of whom 17 hold appropriate early year's qualifications.

What the setting needs to do to improve further

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

- further strengthen the quality of teaching to help children extend their critical thinking and problem solving skills.

Inspection judgements

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

Educational programmes help children reach or exceed expected levels of development because staff ensure children make the best possible progress. Prime and specific areas of learning are incorporated into activities throughout each day. Staff understand that children learn best when they are interested and engaged in play and include children's interests in the planning at all times. This means that children are consistently curious and enjoy playing and learning. As a result, they make good progress in their learning and development.

Staff challenge children effectively to play and explore and provide good experiences for children to learn. Children have access to mark-making tools, such as, stamping pens, chinks and through messy play. Staff encourage the children to express themselves freely chalking outside and enjoy painting and stamping activities making marks on paper. These activities support early writing skills. Children enjoy spontaneous activities., For example, they play alongside staff and use their imaginative skills to pretend to be the three little pigs in the play house outside. They laugh with glee as staff pretend to blow their house down. Staff introduce new words in the context of play and activities and this enhances

children's language, communication and understanding. Children actively engage in imaginary play, making cakes with play dough staff alongside staff. However, occasionally some staff do not make the most of opportunities to extend children's learning by using good questioning techniques to encourage children to think for themselves. Staff encourage and support children's mathematical development through a range of planned and self-chosen activities. For example, children practice their counting skills as they build towers, sing nursery rhymes and as part of the activities at circle time. Staff make use of everyday routines, such as carrying out headcounts when children line up to wash their hands to further promote children's mathematical development. As a result, children learn about numbers and counting through everyday routines.

Staff carry out regular observations of children's learning. Assessment is focused and ongoing and used to plan activities to progress children in all areas. Staff complete next steps on their key children and share these with parents to keep them fully involved with their child's learning. They also share completed progress checks they make on children when they are two years old. Children with special educational needs and/or disabilities are fully supported, because staff develop individual plans for them that supports learning in all areas. Parents also provide regular information on their child's interests and achievements. In this way, staff are able to use the information that they have to help children to make the most progress possible at home and in the nursery. Learning journals include the progress children are making and it is clear that children make good progress given their starting points and capabilities. Parents can see these journals at any time and meet with key persons to review children's learning.

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

Children are happy, confident, have fun and enjoy coming to nursery. Good settling-in procedures enable children to move successfully into the nursery and between rooms as they get older. When children move between rooms they have introductory visits and staff share a written record with parents. The fully embedded key person system works well in supporting children's social and emotional wellbeing. Staff cuddle children if they are unsettled, providing a sense of comfort that contributes positively to their happiness. Children's behave well due to the clear boundaries and gentle guidance provided by the staff. They have a robust understanding of how to manage behaviour in a positive way. Owing to the use of age-appropriate methods of managing behaviour, children learn what is acceptable. Staff regularly praise children for achievements and efforts, such as completing tasks. Staff give clear guidance during activities and routines. The children confidently select from a wide choice of stimulating resources, which are stored at a low level and are easy for them to reach. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others.

Children have fun outside and enjoy two outdoor play areas. They develop a sense of personal safety as they learn to take risks under supervision, for example as they use the climbing equipment. They develop coordination by playing with resources, such as large tyres, balls and bikes. This supports their physical development and good health. Children use their senses in the herb garden and learn about living things by planting and growing

vegetables. These activities effectively teach children from an early age about the importance of leading healthy lifestyles. In addition the large indoor hall is used for sports activities and has challenging play equipment. For example, a soft play area provides young children with opportunities to explore their coordination and physical skills as they learn to climb and move around the play equipment safely

Children have a wide variety of healthy, balanced meals to suit their particular dietary requirements. They benefit greatly from opportunities to develop their independence skills during meal times, feeding themselves with age appropriate cutlery and pouring their own drinks for example. Staff sit with children while they eat in a well-practiced social routine, which encourages their social skills through conversations. The nursery is maintained in a clean condition throughout and children are aware of good hygiene practices, such as hand washing after messy play and before meals. This ensures staff are supporting children's good health and minimising the risk of cross infection.

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

The provider and management team have a good understanding of the Early Years Foundation Stage. As a result positive steps are taken to safeguard children's welfare. Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They understand fully the safeguarding and child protection policies and procedures of the setting. They know what to do if concerns arise about children's well-being, and have a good understanding of the whistle-blowing policy, if needed. Staff have first aid training and record and report accidents and incidents accordingly. Robust risk assessments and regular audits to monitor safety and security of the nursery, contribute significantly to children's safety. As a result positive steps are taken to safeguard children's welfare. Recruitment and induction procedures are strong and therefore, ensure that the adults working with children are suitable to do so.

There are systems in place for self-evaluation, both the manager and deputy manager are motivated to seek further improvement. For example, clear action plans identify areas for development. These take into account the views of staff, company audits, parents and children as well as advice from the local authority. For example, the manager seeks the views of parents through a parent forum. In addition parents are encouraged to complete questionnaires to share their views. There are successful systems to monitor the impact of staff practice to promote good outcomes for children and support the continuous professional development of staff. Annual appraisals, supervisions and staff meetings take place to monitor training needs and quality of provision. The company training coordinator ensures staff complete mandatory training as well as providing opportunities to develop their own skills through vocational qualifications.

Management have a good overview and knowledge of the educational programmes, so they can monitor that all areas are covered within planning and assessment and identify any gaps in learning. Therefore staff have a good understanding of children's achievements and their capabilities and can make timely interventions when needed.

Analysis of children's individual progress informs daily practice. Productive partnerships with others, including speech and language therapists, local authority and children's centre make a contribution to meeting children's needs. The close partnership working with other professionals ensures that children's needs are identified and that they are supported to make good progress.

Since the last inspection the manager has worked hard to strengthen opportunities for parents to share information about their children's learning and development at home. Staff value the contributions that parents make in extending home-nursery learning. Parents spoken to at the time of the inspection hold the provision in good regard, they feel that their children are happy and have made good progress while attending the nursery. The nursery has established very effective links with feeder schools that children move onto. As a result the children are ready to take the next steps in their education.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	120283
Local authority	Surrey
Inspection number	968511
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	71
Number of children on roll	175
Name of provider	Carerom Limited
Date of previous inspection	15/04/2013
Telephone number	01428 654117

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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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