

Toad Hall (Goldsworth Park)

Goldwater Lodge, Wishbone Way, Goldsworth Park, Woking, Surrey, GU21 3RT

Inspection date	13/01/2015
Previous inspection date	23/02/2011

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

- Staff demonstrate a good understanding and commitment towards promoting children's learning and development. This helps them to identify any gaps in learning and support them promptly.
- The manager and staff are very welcoming, and there are strong key-person systems implement. This helps to build trusting relationships between children, parents and staff.
- The management team place a very strong focus on the quality of teaching, training staff to engage with children in a way which promotes their learning well.
- Strong leadership and management helps to ensure children are well cared for and make good progress in their learning and development.

It is not yet outstanding because

- Staff in the preschool room are, at times, inconsistent at promoting children's personal independence skills during daily routines.
- Staff do not consistently use reminders or visual aids to help children, especially those newer to the setting, to move smoothly into the next activity or daily routine.

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 children's activities indoors and outdoors.
- The inspector undertook a joint observation with the manager.
- The inspector had a discussion with the manager, staff and some children.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector scrutinised a ranged of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

Toad Hall (Goldsworth Park) is one of 16 nurseries run by the Toad Hall group. It opened in 2002 and since 2014 has operated in a new purpose-built setting in Goldsworth Park near the town of Woking, in Surrey. Children have access to secure enclosed outdoor areas in each age-related room. The nursery is open each week day from 8am to 6pm, for 51 weeks of the year. The setting closes for one week at Christmas and for bank holidays. Children may attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 67 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. There are currently 12 members of staff working at the nursery. Of these, nine hold appropriate early years qualifications at level three and above.

What the setting needs to do to improve further

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

- enhance opportunities for children to extend their independence skills during every day routines, such as mealtimes
- review how staff help children, particularly those new to the setting, become aware and prepare for the changes between daily routines.

Inspection judgements

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

Staff demonstrate a good understanding and commitment towards promoting children's learning and development. This helps them to identify any gaps in learning and provide prompt support. They closely match planning to children's interests and place great emphasis on meeting children's individual needs by providing appropriate activities to support their learning. They complete regular observations and are beginning to carry out termly assessments to track children's progress. Staff place strong emphasis on the development of children's language skills. They regularly talk with them during play. They use good questioning techniques, such as, 'what does it feel like?' which encourages children to explore the textures of different resources and learn new words, such as 'squidgy' and 'dough'. Staff encourage children who speak other languages to use both during play to help to build their confidence in speaking. For example, children and staff they count to ten in two languages. This helps develop their language and communication skills.

Children benefit from being able to freely access the outside areas, and most choose to

spend a lot of time outside. This gives them plenty of fresh air and exercise as they climb up steps to use the slide, and ride on bikes. Staff competently extend learning activities outdoors for children who require more challenge. For example, they teach them games that encourage turn taking, counting and learning about time. Staff provide babies and toddlers with lots of space to crawl and walk around their room. In addition, there is a lot of physical play equipment indoors for older children to explore including a wall where they practise their physical skills, such as turning wheels. Overall, staff promote children's self-care skills well to help prepare them for their move on to other rooms and school. They encourage them to wash their own hands before meals and put on their own wellington boots before going outdoors to play. However, in the preschool room staff are not always consistent at promoting children's personal independence skills during daily routines. For example, during lunch times, staff do not provide children with chances to pour their own drinks and serve their own meals.

Staff are forming good partnerships with parents, which helps to provide consistency in learning for all children. They encourage parents to take an active role in their children's development and regularly share their children's learning journals. Parents add their own comments about what their children like to do, add photos, share news and their children's achievements. Staff effectively share and offer suggestions to parents to help them support their children effectively at home.

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

The nursery recently reopened and during the inspection many new children were settling in. The manager and staff are very welcoming to children, parents and visitors. Staff are developing the key-person system, and use their knowledge of the children to plan using their interests so that they are engaged in play as soon as they arrive. This all helps to form trusting relationships between children, parents and staff. Staff follow appropriate daily routines but do not consistently use reminders or visual aids to help children move smoothly between activities and daily routines. Therefore, at times children were still unaware of what comes next. For example, after lunches older children linger waiting to be told when they could play and younger children were not ready to go inside for lunch.

Staff are good role models and children mirror their language and their behaviour. For example, staff remind children to say, 'thank you' when others share resources. As a result, children behave well and are extremely polite. Staff effectively teach children how to keep themselves and others safe. For example, they ask children where to store their slippers in the hallway and remind them that they can be a trip hazard.

Staff are vigilant when promoting children's health and hygiene. For example, during cooking activities they spot children putting utensils in their mouth and clean them before other children use them. They wipe children's noses regularly to prevent the spread of infection. Children benefit from a variety of cooked meals which the nursery chef prepares on site. The chef works in partnership with the management team to create a healthy and balanced menu for children. Staff provide cosy areas with soft music for children at appropriate times when they need rest or sleep.

The staff are beginning to develop relationships with other professionals. They liaise closely with parents and plan to build relationships with other professionals, such as Early Years advisory teachers. They have established relationships with local provisions, such as nurseries and schools, and plan to invite professionals to the nursery to discuss children's progress to support the moves between settings.

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

The management team and staff have a good understanding of the safeguarding and welfare requirements. The management team work in partnership with health and safety organisations to carry out risk assessments of the premises, and staff carry out daily visual checks to ensure the environment and equipment is safe for children. They use robust recruitment, induction and monitoring systems to help make sure that staff are suitable to work with children. Staff deploy themselves well to supervise children closely. The manager strongly promotes security as she closely monitors all adults entering the building.

The management team place a very strong focus on the quality of teaching, training staff to engage with children in a way which promotes their learning well. For example, sharing stories and props, such as puppets, with children of all ages to promote their language skills as well as igniting their interest in books. A number of staff are currently working to achieve the next level in their qualifications. The nursery manager provides strong leadership and management in order to ensure children are well cared for and make good progress in their learning and development.

The self-evaluation of the nursery is still developing alongside the nursery as it expands. The manager seeks the views of parents, staff and children verbally and is planning their first questionnaire to be sent out to obtain even more suggestions. New parents' comment on the vibrant and welcoming environment. The manager is constantly working towards her development plans which highlight the settings strengths and areas to improve these.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY229741
Local authority	Surrey
Inspection number	846971
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	109
Number of children on roll	67
Name of provider	Carerom Limited
Date of previous inspection	23/02/2011
Telephone number	01483 486116

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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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