

Toad Hall Nursery

74-76 Bridge Road, Chessington, Surrey, KT9 2ET



Inspection date

7 July 2015

Previous inspection date

22 April 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff use risk assessments to identify risks but do not always act on them. For example, measures identified to keep babies from touching the air-cooler units have not been followed and this poses a potential risk to children's safety.
- Adults do not monitor children's progress well enough. Although there are systems in place for observations and assessments, they have not been implemented recently. This means that adults are not clear on the progress that individual or groups of children are making.
- Educational programmes have not been monitored effectively until recently, so that adults could not be sure the provision was tailored to children's needs. New monitoring is in place and beginning but it is too soon to see the impact of the changes.

It has the following strengths

- Adults communicate well with older children during story time and spontaneous activities such as helping younger children water the vegetables they have grown. This helps all children to learn new words and to learn about the world around them.
- Additional activities are adapted well for younger and older children helping their physical skills and giving children a sense of achievement. This supports their physical and emotional well-being.
- The key person system is used well to help children feel secure and build partnerships with parents. Parents are offered daily feedback about their child's care.
- The provider has identified the weaknesses in the provision and recently appointed a new manager with the knowledge, skills and experience to build on improvements.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take action promptly to reduce the risks that have been identified to minimise risks to children and adults
- implement systems for observing children and assessing their progress so that the nursery has an up-to-date overview of the progress that individual and groups of children are making
- ensure that provision is monitored effectively so that the nursery can assess the impact of educational programmes and teaching is tailored to raise children's achievements.

Inspection activities

- Inspectors observed play and activities in all the rooms and the gardens.
- Inspectors carried out two joint observations with the nursery manager.
- Inspectors met with the nursery manager and the regional manager to discuss leadership.
- Inspectors took account of the views of parents spoken to on the day and looked at an analysis of a recent parent survey.
- Inspectors sampled children's learning journals and staff records, including evidence of staff suitability and training.
- Inspectors looked at a range of other documentation including the settings risk assessments and activity plans.

Inspector

Debra Davey / Felicity Gaff

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Adults provide a variety of activities to promote children's learning and development in all areas of learning. Although most activities are used well to teach children new skills, some sessions are less well prepared, which means that staff do not always help children to extend their thinking. Babies enjoy singing and action rhymes to help them learn new sounds and rhythms. Two-year-olds and older children enjoy group games such as "Ted's tennis". This helps boost their confidence and children show that they are motivated to learn. Children learn about shapes and colours as well as enjoying growing projects. Children develop their communication and listening skills as they enjoy story times and pretend games. They show that they are familiar with toys and resources as they select items during their play. Adults foster children's independence and early writing skills to help prepare them for school.

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

Adults understand how to protect children from harm and abuse through their learning in regular safeguarding training. They carry out daily checks for safety in the nursery and garden. However, adults have not followed-up their own risk assessments promptly for keeping children safe when near to the portable air-coolers or the guinea pig cages. This means that some risks to children's safety remain. Children show a real sense of belonging in the nursery. Babies and toddlers are happy and settled with their key persons and enjoy plenty of social activity at singing and circle times. Older children show emerging independence as they choose from a range of resources, they serve their own foods at mealtimes and help themselves to drinks. Children of all ages behave well at nursery. Meals are nutritious and attention is given to children with special dietary needs. All children identify their own place mat which shows what they can and cannot eat. The 'grow and cook' project helps children learn where foods come from and children proudly show the 'amazing' carrots they have grown.

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

Leaders and managers understand the requirements of the Early Years Foundation Stage. The manager has regular supervision meetings with staff to identify training needs and update their skills. There are systems in place for adults to observe, record and plan for children's learning. For example, every child has a learning journey folder with observations and photographs. However, recent monitoring of children's progress has not been completed and this affects the ability of staff to plan for individual children. Progress checks for two-year-olds are carried out and shared with parents. This shows that younger children are making steady progress. Systems for monitoring of the progress of specific groups of children are beginning to be put in place but not yet fully established. Parents spoken to during the inspection are happy with the nursery, the space and resources. They appreciate the opportunities they are given to exchange information daily about their child.

Setting details

Unique reference number	EY274840
Local authority	Kingston upon Thames
Inspection number	1020896
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	87
Name of provider	Carerom Limited
Date of previous inspection	22 April 2013
Telephone number	020 8391 4447

Toad Hall Nursery registered in 2004 and is one of a chain of nurseries owned by Carerom Limited. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open five days a week from 7:30am to 6pm, all year. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 11 staff working directly with the children; of these nine hold relevant early years qualifications. The nursery manager holds a BA (Hons) degree in childcare and education.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

