

Toad Hall Nursery, Cambridge Road

Cambridge Road, Walton-on-Thames, Surrey, KT12 2DP



Inspection date

16 May 2016

Previous inspection date

25 July 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

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

- The management team's evaluation of the provision is not precise enough to identify all areas for improvement. Current systems for ongoing staff supervision and monitoring do not focus enough on maintaining the quality of teaching to the highest level.
- The quality of teaching is inconsistent. Some staff miss chances to support and extend children's learning through play and activities.
- Staff do not use their observations and assessments well enough to plan engaging and challenging activities, to help all children make good progress. For example, staff are not always clear how to provide children with targeted support to close gaps in their learning and help them to move on to the next stage of development.
- Staff do not encourage children consistently to complete manageable tasks for themselves, for example, during daily routines.

It has the following strengths

- Staff provide welcoming environments, indoors and outdoors. They provide a wide variety of suitable toys and resources to support all areas of learning.
- Staff work well together and establish positive relationships with children. They are kind, gentle and offer cuddles to comfort children.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the effectiveness of staff supervision to review and monitor staff practice effectively, to provide staff with targeted support and coaching	01/07/2016
■ raise the quality of teaching to a consistently good level so all children receive support and challenge, to help them make good progress in their learning and development	01/07/2016
■ improve the use of information gained from observations and assessments to plan engaging and challenging activities for children, to target their next steps in learning and help close any gaps in their development.	01/07/2016

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

- improve opportunities to extend children's independence skills during daily tasks and hygiene routines
- develop further the self-evaluation process, to monitor all areas of the provision more effectively, to identify and address all areas for improvement.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities.
- The inspector spoke to senior managers, staff, parents and carers, and interacted with children at appropriate times during the inspection. The inspector spoke to parents and carers to obtain their views about the setting.
- The inspector carried out a joint observation with a senior manager.
- The inspector examined a sample of policies, safeguarding procedures, children's assessment profiles and planning documentation.
- The inspector examined the setting's self-evaluation record and explored how the provider evaluates the quality of provision and practice, to identify and target areas for improvement.

Inspector

Marisol Hernandez- Garn

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The management team and staff are very clear of their role in protecting children. For example, they are confident about what to do should they have any concerns about a child's welfare. The management team implements rigorous vetting and induction procedures to ensure staff are qualified and suitable to help keep children safe. The management team supports staff's ongoing professional development and encourages them to work with other professionals. However, it has not identified staff's specific training needs to maintain a high quality provision, particularly with regards to the inconsistent teaching practice. The manager and staff use evaluation to reflect on their practice. However, this is not effective enough to identify all areas for improvement. For example, the management team does not have a strong focus on monitoring the quality of the staff team's practice and performance.

Quality of teaching, learning and assessment requires improvement

Staff build positive relationships with parents and carers. For example, they gather a wealth of information from parents when children first start to provide continuity of care. Parents and carers report that they find staff 'approachable and friendly', and appreciate the support they receive. Staff observe and track children's progress. However, they do not always use the information effectively enough to plan challenging activities that reflect each child's specific needs. For example, staff planned an activity with play building blocks but did not interact with children well enough to keep them motivated and engaged. Staff missed opportunities to engage children in purposeful conversations to extend their learning, and communication and language skills. Nonetheless, children had fun exploring different sensory experiences, such as sand and water.

Personal development, behaviour and welfare require improvement

Staff welcome children warmly into the nursery. Generally, the well-established key-person system supports children's emotional well-being. For example, staff spent time reassuring children who were unsettled and praised them to help build their confidence. However, this is less successful with those children who are quieter and find it difficult to express their ideas. Staff support children's healthy lifestyles well. For example, they ensure that children have healthy meals and opportunities to play outdoors, which helps to promote their physical skills. However, on several occasions, staff missed opportunities to encourage children's independence during daily tasks and hygiene routines.

Outcomes for children require improvement

Generally, children are happy, safe and behave well. Children develop some appropriate skills for their future learning. However, not all children are enabled to make the best possible progress.

Setting details

Unique reference number	EY274591
Local authority	Surrey
Inspection number	826735
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 2
Total number of places	12
Number of children on roll	16
Name of registered person	Carerom Limited
Registered person unique reference number	RP910483
Date of previous inspection	25 July 2011
Telephone number	01932 252501

The Toad Hall Nursery, Cambridge Road registered in 2003. It is one of 16 nurseries owned by Carerom Limited. It is located in Walton-on-Thames, Surrey. The nursery operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. The nursery employs five members of staff including the manager; four staff hold relevant qualifications at level 3.

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