

Toad Hall Nursery Watford

100 Hempstead Road, Watford, Hertfordshire, WD17 4LA



Inspection date

18 August 2017

Previous inspection date

26 July 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are settled and happy in the nursery. They develop good relationships with their key person. Management effectively reviews the key-person system in order to help with staff changes or when children move rooms.
- Partnerships with parents are strong. Staff regularly share information with parents on children's progress and how to support their learning at home. The management team develops good communication links with parents and gathers and acts on any feedback. For example, the nursery now shares more information on staff training.
- The quality of teaching is good. The staff are well qualified and understand how to help children learn and make good progress. Staff provide an inviting and challenging variety of age-appropriate activities to interest and engage children.
- Staff understand how to work well with other professionals and parents to ensure children who have special educational needs and/or disabilities receive the support they need. The management team shares information with teachers to help children get the right support from the start as they move to school.

It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children are still being developed.
- Staff do not help children effectively enough to gain a deeper awareness of the diversity of all who attend the nursery.

What the setting needs to do to improve further

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

- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- monitor and improve how staff can help children to gain a deeper understanding of the diversity and cultures of others.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of an activity and evaluated this with the manager.
- The inspector discussed children's assessment and the planning. She looked at a range of documents, including the safeguarding procedure.
- The inspector held a meeting with the manager and head office representative. She discussed the nursery's self-evaluation and checked evidence of staff working within the nursery.
- The inspector spoke to parents during the inspection and took account of their views and other written feedback. The inspector spoke to staff and children when it was appropriate.

Inspector

Rebecca Williams

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff understand how to minimise risks to help keep children safe. Regular fire drills and evacuations are carried out and evaluated. Staff are aware of their responsibilities to protect children from harm and have a strong understanding of the local procedures to follow if they are concerned about the welfare of a child. Management has effective systems in place to check staff's suitability, conduct thorough inductions and hold regular supervision meetings in order to help develop staff practice. These supervision meetings, combined with training and support, were effectively used to swiftly address some inconsistencies recently identified in tracking of some pre-school children's progress. This has had a positive impact on children's learning. Management discuss children's progress and review their planned next steps with staff to ensure that children are being effectively supported in all areas of their learning.

Quality of teaching, learning and assessment is good

Children enjoy using interlocking bricks as they build towers. They concentrate and persevere and build more complex structures. Staff praise their attempts and achievements, helping children to develop a can-do attitude. Children are confident and talk about what they are building, saying, 'It's a block of flats'. They use their imagination and relate it to their own experiences. Staff use their knowledge from recent training and visual aids well to naturally introduce mathematical concepts, such as more or less, and recognising numbers. Children develop their personal skills as they share resources and work together, choosing to build a tiger with the bricks. They discuss where it lives and what to name it. Staff understand how to extend activities and follow children's interests.

Personal development, behaviour and welfare are good

Staff promote children's independence. Children can freely access many resources and activities. Children serve their own nutritious snacks and meals and discuss healthy food choices with staff. Older children sit at tables with staff for meals, developing their social skills. Children learn about the effect of exercise on their bodies. For example, they listen to each other's heartbeats after practising yoga. Staff are deployed effectively throughout the nursery and are positive role models. Children behave well and are kind to their friends; for example, they happily pass toys to each other.

Outcomes for children are good

Children make strong progress and are well prepared for the next stage in their learning or the move on to school. They use a range of one-handed tools with modelling clay, developing the control they will need to hold pencils. They learn to copy letters in their name and to manage their personal care. Children who speak English as an additional language are making good progress. Staff obtain key words from parents and carers in their home languages to support children's care needs and learning. The management team uses additional funding effectively to help close gaps in achievement.

Setting details

Unique reference number	130641
Local authority	Hertfordshire
Inspection number	1063621
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	100
Number of children on roll	198
Name of registered person	Carerom Limited
Registered person unique reference number	RP910483
Date of previous inspection	26 July 2013
Telephone number	01923 254637

Toad Hall Nursery Watford registered in 1999. The nursery employs 30 members of childcare staff. Of these, four, including the manager, hold appropriate early years qualifications at level 4 or above, and 19 hold level 3. The nursery opens Monday to Friday all year round, except for bank holidays and one week over the Christmas period. Sessions are from 8am until 6pm, although children can start at 7.30am on request. The nursery provides funded early education for two-, three- and four-year-old children.

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