

Toad Hall Nursery Woking

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



Inspection date

31 January 2018

Previous inspection date

13 January 2015

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

- The management team is constantly implementing new initiatives to further support parenting and family life. It is highly accountable in its delivery of exciting education programmes and also offers many wonderful opportunities for parents to share in their children's fun.
- Staff complete good-quality observations and assessments. They use these effectively to share updates with parents and engage further help when it is needed. Children who are learning to speak more than one language or who have slow starts in some areas of their learning soon catch up with their age group.
- Children gain skills in making healthy choices. For example, they walk to the garden centre, find out how to grow, nurture and harvest vegetables. They take a great interest in the diverse and nutritious food prepared for them and enjoy learning how to cook it.
- Children learn to assess and safely manage everyday risks, such as climbing up steps, digging as a team and swinging on different apparatus. They learn how to keep safe.

It is not yet outstanding because:

- Monitoring is not used precisely enough to raise outcomes to the highest levels in the room for the oldest children.
- Some staff are not taking full advantage of the opportunities children present to develop their knowledge and use of mathematical language and understanding measurement.

What the setting needs to do to improve further

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

- make more effective use of monitoring in the room for the oldest children to help ensure children achieve their potential and are ready for school
- make better use of opportunities that arise to develop children's mathematical skills, language and understanding of measurement.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager and the area manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff's training had contributed to raising outcomes for children.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of the leadership and management is good

Staff vetting, recruitment and induction in the nursery's policies, procedures and daily practices are clear and thorough. The manager is very precise in checking the ongoing suitability of staff. Safeguarding is effective. For example, the manager ensures that staff complete a range of high-quality internal and external training in child protection and in administering medicines and first aid. She checks that all staff know how to recognise, record and report any child protection concerns accurately. The manager has high expectations for her staff and coaches them to evaluate and reflect on their practice. Together they identify and drive forward improvements across the nursery.

Quality of teaching, learning and assessment is good

The company's management team values its staff and invests in their training. The quality of teaching across the nursery is steadily improving in some areas and excellent in others. For example, toddlers investigate ice, melting ice and artificial snow as they create different habitats for toy arctic animals. All the staff know the children in their care well and plan opportunities for them to practise the next steps in their learning. For instance, staff model new key words and phrases as babies delight in crawling in and out of boxes. Some staff are particularly creative in using the children's interests. For example, one pre-school group practised a wide range of pre-writing skills, while being fully engaged in playing pirates.

Personal development, behaviour and welfare are good

Staff work hard to provide the emotional security and continuity in care children need while also meeting the changing needs of children and their families. For example, all staff undertook additional training in baby care to help raise practice with the youngest children. Information sharing between staff, and with parents, works well to support children's progress and smooth transfers to the next room and stage in their learning. Children settle quickly with each new room team. They enjoy and confidently explore the new challenges staff provide in their indoor and outdoor play areas. For instance, children learn about life cycles first hand as they collect the eggs laid by the hens they watched hatch. They learn how to take care of the hens and use the eggs in their cooking.

Outcomes for children are good

All children make good progress in their learning and development in relation to their ages, abilities and any special educational needs and/or disabilities. Children practise skills to help them become increasingly independent, self-confident and emotionally ready for starting school. Children manipulate small tools, such as cooking, cleaning and gardening utensils. They are interested in writing for a purpose, such as sending their parents Valentine's Day letters. Children listen well in group times. They respect each other's need to be able to hear, enjoy and join in with favourite stories and rhymes.

Setting details

Unique reference number	EY229741
Local authority	Surrey
Inspection number	1085782
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	113
Number of children on roll	156
Name of registered person	Careroom Limited
Registered person unique reference number	RP910483
Date of previous inspection	13 January 2015
Telephone number	01483486116

Toad Hall Nursery Woking registered in 2002. It is open each weekday from 8am to 6pm, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are currently 40 members of staff working at the nursery, 34 of whom hold appropriate early years qualifications. Of these, four hold relevant qualifications at level 6, two at level 5, 24 at level 3 and four at level 2. There are also two chefs and an administrator.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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 2018

