

Toad Hall Nursery Langley

Parlaunt House, Parlaunt Road, Langley, Slough, Berkshire, SL3 8BB



Inspection date	14 March 2018
Previous inspection date	11 August 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 does not consistently identify staff's strengths and areas where their practice, such as the quality of teaching and confidence in all aspects of safeguarding procedures, needs improving.
- Staff do not complete all progress checks for children aged between two and three years in line with the legal requirements.
- The quality of teaching is not consistently of a good standard. Some staff do not make the most of information from assessment and learning opportunities to challenge and extend children's learning. This has an impact on the progress children make.
- Some staff do not plan activities and routines effectively to support the individual needs of all children and enable their participation. At times, children have to wait too long to eat or to participate in activities, and they get frustrated.
- The management team has not made effective use of self-evaluation to identify all weaknesses in practice to help raise outcomes for children.

It has the following strengths

- Children are confident in their environment and show kindness to others.
- Staff organise effective settling-in visits and offer plenty of reassurance. Children settle well and form secure relationships with all staff.
- Children have daily opportunities for fresh air. For example, younger children enjoy catching bubbles in the garden. They dig in the soil and investigate what they find.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ implement effective systems to monitor staff's knowledge and support their professional development 	28/03/2018
<ul style="list-style-type: none"> ■ ensure staff complete all the information as required in the progress check for children at age two years 	28/03/2018
<ul style="list-style-type: none"> ■ improve the quality of teaching and ensure it is consistently of a good standard and that staff make the most of learning opportunities and information from assessment to challenge and extend children's learning. 	28/03/2018

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

- make better use of routines to help ensure children are not keep waiting or become frustrated, particularly during mealtimes
- review the planning of activities to enable all children to take part so that they equally benefit from the learning opportunities provided
- ensure self-evaluation is used effectively to identify all areas for improvement and to raise outcomes for children.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector
Jane Franks

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team does not consistently identify where all staff require additional support to improve their knowledge and practice. Staff have an appropriate understanding of the signs that may indicate a child is at risk from harm and are clear about how to report any child protection concerns. Some were less confident about whom to contact outside of the setting should they have a concern about another member of staff. However, the relevant contact numbers are on display at the setting and a delay in making a referral would be minimal. Safeguarding is effective. Staff have not completed all progress checks on children's development when they are aged between two and three years in line with legal requirements. This means that staff cannot be sure that parents have all the required information they need to share with other professionals, where there may be a concern that a child has gaps in their development. The management team uses rigorous recruitment procedures and holds regular meetings and training for staff. However, systems to evaluate the provision, such as the quality of staff teaching and practice, are not rigorous enough at identifying all areas to improve.

Quality of teaching, learning and assessment requires improvement

Staff make regular observations of children's achievements, and management monitors children's progress. However, some staff do not plan activities that provide all children with opportunities to learn. On occasion, children are eager to take part in activities and show frustration when they are not able to do so. For example, they ask to join in a mark-making activity but there are not the resources, such as paper, to support this. The quality of teaching is variable. For example, some staff do not use information from assessment to challenge children, and they do not interact sufficiently well to extend on children's learning. However, some teaching is good. For example, children under the age of two enjoy craft activities and staff encourage them to explore different textures.

Personal development, behaviour and welfare require improvement

Parents speak highly of staff and are happy with the care their children receive. They comment that staff work closely settling in children. Children learn to keep themselves safe. For example, toddlers balance on stepping stones and make their way over apparatus. Children benefit from a healthy range of home-cooked meals, and mealtimes are generally social occasions. Staff in the pre-school room move from child to child with the serving bowl and encourage them to serve themselves. However, this takes time and children were observed to become frustrated waiting to receive and eat their food.

Outcomes for children require improvement

Most children are developing within typical ranges for their age. However, due to the weaknesses in teaching and staff practice, not all children are making the best possible progress. Young children make marks using different resources. Older children learn to write their name. Children participate in songs and action rhymes and enjoy reading stories. These skills help prepare children for their future learning, such as school.

Setting details

Unique reference number	EY231585
Local authority	Slough
Inspection number	1128546
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	101
Number of children on roll	150
Name of registered person	Carerom Limited
Registered person unique reference number	RP910483
Date of previous inspection	11 August 2015
Telephone number	07889001664

Toad Hall Nursery Langley registered in 2002. It is located in Langley, near Slough, in Berkshire. It opens Monday to Friday between 7.30am and 6pm, 51 weeks a year. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. The nursery employs 26 members of staff to work with children. Of these, 21 hold relevant childcare qualifications at level 2, level 3 and level 5.

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