

Toad Hall Nursery

Edney's Hill, Wokingham, Berkshire, RG41 4DS



Inspection date

21 March 2018

Previous inspection date

5 November 2015

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Inadequate | 4 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Inadequate | 4 |

Summary of key findings for parents

This provision is inadequate

- Not all staff have sufficient understanding of safeguarding matters or know how to implement the nursery's safeguarding procedures. Managers do not ensure that staff know how to follow correct procedures if a child discloses they are at risk of harm. This compromises children's welfare.
- Children's health and well-being are significantly compromised. Staff do not ensure good hygiene practice is maintained, in particular with regards to personal hygiene and during mealtimes.
- The managers fail to ensure that all staff have sufficient support and supervision to understand their roles and responsibilities as a key person, so that all children feel secure.
- The quality of teaching is weak. Managers do not monitor staff practice effectively. Staff do not use assessments effectively to identify where children are in their learning to help to tailor activities to meet children's individual learning needs. Children do not make the best possible progress.
- Self-evaluation is weak. Managers fail to identify breaches in requirements of both the Early Years Register and the Childcare Register.

It has the following strengths

- Staff provide children with daily experiences outside for fresh air and exercise.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ ensure all staff know how to identify signs that a child may be at risk of harm, and understand how to implement the nursery's safeguarding policy and procedures without delay, in the event of a concern about a child's welfare | 21/04/2018 |
| <ul style="list-style-type: none"> ■ review hygiene routines and take necessary steps to prevent the spread of infection, with particular regard to children's personal hygiene and mealtimes | 21/04/2018 |
| <ul style="list-style-type: none"> ■ ensure staff receive effective support and coaching to raise the quality of teaching and to allow staff to fulfil their role as a key person effectively | 21/04/2018 |
| <ul style="list-style-type: none"> ■ ensure that staff complete accurate assessments to gain a clear picture of the progress each child makes and use this information effectively to plan for children's individual needs, to help them make good or better progress. | 21/04/2018 |

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

- improve self-evaluation processes to help identify any breaches in requirement and areas for development.

Inspection activities

- The inspectors observed activities and learning experiences available to children.
- The inspectors observed interactions between children and staff.
- The inspectors asked staff questions about their work and observed practice with the manager.
- The inspectors spoke to some parents about their views and opinions of the provision and considered these.
- The inspectors sampled documentation.

Inspector
 Claire Boparai

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. Some staff do not know the procedures to follow in the event of a safeguarding concern. Not all staff are aware of the signs that indicate that a child may be at risk of harm. This does not help to assure children's safety. Although managers have identified some weaknesses in the provision, they have not made sufficient improvements, or addressed the recommendations from the last inspection. For example, staff do not use assessments of children's progress effectively to plan for their individual needs to help them make at least good progress. This means it is difficult to assess how children are progressing in the nursery. Managers do not provide effective support and ongoing professional development opportunities for staff. The quality of teaching is weak. The manager sometimes identifies poor teaching practice when she observes staff interactions with children, however, she does not take action to address this.

Quality of teaching, learning and assessment is inadequate

The key-person system is ineffective. Staff do not know the children well enough to support their learning and development effectively. The majority of staff are well qualified but some of their teaching practice is poor, which has a negative impact on children's progress. For example, staff do not challenge children sufficiently well. They add items to children's creative work in the younger rooms and complete tasks that older children could do for themselves. This does not support children to develop good independence skills or support their future learning. Staff do not support children's communication development effectively. They ask young children who are developing their speaking skills to answer questions. However, they fail to ensure that children are able to do so because they leave comforters in their mouths.

Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding mean that children's safety cannot be assured. Staff fail to protect children's health and well-being. Although staff carry out risk assessments to ensure the premises are safe and secure, they do not supervise and help children to follow simple hygiene routines. For example, children engage in play with constantly runny noses. Children's health is also put at risk. For example, staff gave children cutlery that had been on the floor and had not been washed. At times staff do not support children's emotional well-being effectively. For example, some younger children are seen crying with little response from staff. Nonetheless, staff praise children's achievements, and parents are complimentary about the nursery and say these achievements are shared with them. Children behave well.

Outcomes for children are inadequate

Children do not make enough progress. During the inspection, younger children spent some time wandering aimlessly with little support from staff and older children were not motivated to join in with larger group activities. Children are not well prepared for their next stage in learning and development.

Setting details

| | |
|--|---|
| Unique reference number | 148628 |
| Local authority | Wokingham |
| Inspection number | 1132658 |
| 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 - 4 |
| Total number of places | 107 |
| Number of children on roll | 180 |
| Name of registered person | Toad Hall Nursery Limited |
| Registered person unique reference number | RP558430 |
| Date of previous inspection | 5 November 2015 |
| Telephone number | 0118 9776200 |

Toad Hall Nursery opened in January 1995 and is privately owned. It is situated in Wokingham, Berkshire. The nursery opens five days a week, all year round, with the exception of bank holidays and the Christmas period. It is open from 8am until 6pm. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are currently 32 staff who work with the children, 24 of whom hold relevant early years qualifications.

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.

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