

Toad Hall Nursery

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



Inspection date

17 July 2018

Previous inspection date

21 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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's behaviour is good. Nursery staff act as positive role models and give children regular and meaningful praise to help them to feel good about themselves.
- The management team is committed to making positive changes. For example, since the previous inspection, managers have introduced quality improvement plans and seek support from other professionals to help drive improvement.
- Children take part in a wide range of activities in the exciting and stimulating environment. Children develop their physical skills and confidence effectively.
- Managers effectively monitor the overall progress that children make. This enables them to identify any gaps in children's learning.
- All children, including those who speak English as an additional language, make good progress from their individual starting points. They develop independence, understand how to stay safe and enjoy the many opportunities to use their physical skills.

It is not yet outstanding because:

- At busy times, such as the beginning of the day, some staff are too focused on tasks and do not consistently interact with children effectively.
- The monitoring of staff practice is not focused as sharply as possible on raising the quality of teaching to the highest level.
- Nursery staff do not gather very much information about children's prior learning from parents when children first start to enable them to identify their starting points.

What the setting needs to do to improve further

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

- review and improve some elements of the daily routine tasks and busy periods, such as the beginning of the day
- enhance the processes for monitoring staff practice to continually raise the quality of teaching
- gather more information about children's achievements and abilities from parents when children first start, to help plan for their learning from the outset.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspectors spoke with staff and parents during the inspection and took their views into consideration.
- The lead inspector completed a joint observation with the nursery manager and discussed how she supervises and coaches staff.
- The inspectors held a meeting with the nursery managers. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to staff throughout the inspection, to help establish their understanding of how to safeguard children and how to assess their learning.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Since the last inspection, the management team has been very proactive in making positive changes, and has made significant improvements to benefit the children. Arrangements for safeguarding are effective. Managers and staff are confident about the action to take if they have any concerns about the safety or welfare of a child in their care. Managers follow safe recruitment and vetting procedures, to ensure that staff working within the setting are suitable. Staff supervise children well and managers ensure that they deploy staff effectively. Recent training has helped all staff to be fully aware of their responsibility in keeping children safe, including the procedures to follow in the event of a child sustaining an injury while at the setting. Overall, partnerships with parents are good. Parents are provided with good opportunities to be involved in children's learning. They speak highly about how the children are becoming increasingly self-assured and ready for the next stage in learning, including school.

Quality of teaching, learning and assessment is good

Young children enjoy a range of sensory experiences. For instance, they explore textures and enjoy joining in with dancing and singing along to favourite songs and rhymes. Staff use children's individual interests to extend their communication skills, such as asking them to identify and describe the different textures of materials. Children of all ages receive good opportunities to develop their early literacy skills. For example, they show an interest in books and enjoy listening to stories. Pre-school children predict what might happen next.

Personal development, behaviour and welfare are good

The key-person system is effective. Staff form positive relationships with children and help them to feel safe and secure. Children's health and well-being are significantly enhanced through robust hygiene practices, healthy eating and regular exercise. Children of all ages develop good balance and coordination. For example, babies confidently pull themselves to standing and older children demonstrate good skills when using challenging climbing equipment. Children show good levels of respect and tolerance for others. Nursery staff use positive strategies to manage children's behaviour. For instance, they have clear rules such as children using their 'listening ears' and 'closed lips' when others are talking to them.

Outcomes for children are good

Children develop the skills they need for their next stage in learning, including school. For example, they confidently complete simple tasks and have a good understanding of how to keep themselves safe. They are aware of behavioural expectations, and are happy, confident and show a strong drive to learn. Children follow instructions and enjoy recalling their experiences and past events. They count reliably and demonstrate confidence in speaking and listening. They recognise familiar words, such as their names, and use a range of writing and drawing materials to develop their early writing skills.

Setting details

Unique reference number	148628
Local authority	Wokingham
Inspection number	1141405
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	169
Name of registered person	Toad Hall Nursery Limited
Registered person unique reference number	RP558430
Date of previous inspection	21 March 2018
Telephone number	0118 9776200

Toad Hall Nursery registered 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 30 staff who work with the children, 24 of whom hold relevant early years qualifications.

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