

Toad Hall Nursery Chessington

74-76 Bridge Road, Chessington, Surrey KT9 2EP



Inspection date

5 November 2018

Previous inspection date

17 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The management team has developed a robust training programme for staff. Training is used well to support staff's continued professional development. For instance, staff talk enthusiastically about attending mathematics and small-world training and how this has helped them to plan new learning experiences for children.
- Staff offer children a wide range of opportunities to develop their communication and language skills. For instance, children enjoy talking about storybooks before using their imaginations to explore role-play activities featuring the characters.
- Staff are good role models and build strong attachments to their key children. They take the time to get to know the children in their care extremely well.
- Children make good progress. They are engaged, confident and happy. They demonstrate that they feel safe and secure. For example, children invite their friends to join their imaginative play as they prepare fresh vegetables to feed Santa's reindeers.
- Partnerships with parents are good. Parents speak highly of the good communication they receive about their children's learning and development. They praise the positive attitude of the manager and staff, who listen carefully to their feedback and ideas.

It is not yet outstanding because:

- Although the staff team applies good teaching strategies, there are times when it misses opportunities to stretch and challenge children and develop their problem-solving skills.
- The manager's systems for monitoring children's development and progress are not used effectively to ensure the very best outcomes for children.

What the setting needs to do to improve further

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

- extend opportunities to challenge children consistently to develop their problem-solving skills further
- strengthen the systems for monitoring children's development and progress to ensure that all children can achieve the very best outcomes.

Inspection activities

- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching and the impact that this has on children's learning.
- The inspector spoke with parents and took account of their views.
- The inspector met with the managers to look at a range of documentation, including policies, staff records, self-evaluation, recruitment and training and safeguarding procedures.

Inspector

Nicola Edwards

Inspection findings

Effectiveness of leadership and management is good

The leadership team is passionate about its own development. Leaders consistently review and evaluate their practice and identify their strengths and areas for development. The manager regularly seeks the views of parents, staff and children to continually improve outcomes for children. Safeguarding is effective. The leadership team has implemented effective processes for recruitment, induction and supervision to ensure the ongoing suitability of all staff. All staff have a good understanding of the possible signs and symptoms of abuse. Staff talk confidently about the steps they would take if they were concerned about the safety or well-being of a child. The staff team works together very well. Staff are vigilant about the safety of all children in their care. They regularly monitor and review the health and safety systems to ensure that all areas of the nursery accessed by children are safe and secure.

Quality of teaching, learning and assessment is good

The nursery is bright and welcoming. Children have access to a very well-resourced and stimulating environment, indoors and outdoors. Staff support children's literacy skills well. For example, older children are excited to learn to recognise the letters in the alphabet. They eagerly match items from alphabet bags to different letters. Younger children listen carefully as they share familiar stories. Children are offered a wide range of opportunities to build confidence in moving their bodies and develop balance and coordination. For instance, children enjoy spinning hula hoops, climbing and jumping in the outdoor areas. All children concentrate for sustained periods as they explore natural resources. For example, older children enjoy preparing meals for one another in the mud kitchen, and young children carefully fill pots and cover mirrors in petals.

Personal development, behaviour and welfare are good

Staff support children to behave well. They communicate clear expectations and boundaries. Children are consistently encouraged and praised for their achievements. Staff support all children to develop their self-care skills. Children patiently wait for their friends before eating. They independently peel and cut their snacks, feed themselves and have good manners. All children have excellent opportunities to enjoy fresh air and be active. For example, children enjoy taking part in regular sports and music and movement sessions. Children build a strong knowledge of the world around them and the local community. For instance, they enjoy regular visits to the local residential home to meet older people and they attend local fairs and festivals.

Outcomes for children are good

All children are encouraged to make independent choices about their play and learning. Older children are well supported for the transition to school. For instance, they listen carefully to instructions, learn to recognise letters and register at circle time. Younger children develop skills to support their future learning. For example, young children develop good hand control as they explore different tools in creative activities and copy action songs and rhymes.

Setting details

Unique reference number	EY274840
Local authority	Kingston upon Thames
Inspection number	10073304
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	74
Number of children on roll	98
Name of registered person	Carerom Limited
Registered person unique reference number	RP910483
Date of previous inspection	17 May 2016
Telephone number	02083 914447

Toad Hall Nursery Chessington registered in 2004. It is open five days a week from 7.30am to 6pm, all year. There are 27 staff working directly with the children; of these, 22 hold relevant early years qualifications. The setting provides funded early education for two-, three- and four-year-old children.

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