

Inspection of Toad Hall Nursery Haslemere

Chestnut Avenue, Haslemere, Surrey GU27 2AT

Inspection date: 31 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle quickly and feel secure in this warm, friendly and caring environment. Children show that they enjoy their time at nursery. For example, they smile, giggle and talk excitedly with staff and other children about their day. Children separate confidently from parents and carers. They form strong bonds with staff, and children snuggle into staff for story time.

Children show positive attitudes to their learning and make good progress. Staff skilfully organise the environment to promote children's natural curiosity and eagerness to learn. Children benefit from a good range of experiences, which prepare them well for their future success. For example, babies have a go at feeding themselves with spoons. Older children develop their physical skills well during outside play. For example, they handle utensils in the mud kitchen, throw beanbags skilfully and ride scooters around a racetrack.

Staff are positive role models and reinforce their expectations of children's behaviour very well. They use a fair and gentle approach. For example, staff talk to children about how to solve disagreements and explain about emotions. As a result, children are well behaved and follow the nursery routine well. Staff recognise children's efforts and offer lots of praise when they succeed. Children respond to this positive reinforcement well. This helps to boost children's confidence and self-esteem.

What does the early years setting do well and what does it need to do better?

- Staff support children to be independent in their self-care. For example, children wash their hands and wipe their own noses. Staff discuss with children about 'catching their coughs' and to put their tissue in the bin. They take turns to self-serve their food and understand when food is hot and what they can do next. Older children discuss with staff the different food groups that their lunch contains. For example, children say: 'We have chicken. Chicken is a protein. It is good for repairing our bodies'. Staff extend children's knowledge through further questions so they learn about other food groups on their plates, such as carbohydrates.
- Parents are happy with the settling-in process. They talk about the progress their children make and how discussions with staff are detailed. Parents receive development reviews, which highlight the positive experiences their children have. Parents comment on how supportive the staff are and how they feel their children are well cared for. Parents appreciate the information events the nursery holds, such as the transition to school event, so they understand how to apply for a school place and how to support their child to be prepared for school.

- The support for children with special educational needs and/or disabilities, and those who speak English as an additional language, is a strength of the nursery. Staff quickly identify children who need additional support. They work effectively with parents and other professionals to put targeted strategies in place, tailored to children's needs and preferences. Staff learn sign language and keywords in children's home languages as they play games and sing songs together. As a result, children feel included and make good progress in their learning and development.
- Older children develop good communication and language skills. Staff engage in conversation with older children as they play, introducing new words to increase their vocabulary. For example, staff introduce the words 'Antarctica' and 'evaporation', as children excitedly try to melt ice with salt to rescue trapped penguins. Occasionally, some staff do not ask questions or add in vocabulary to fully extend younger children's learning skills as they play. This means not all learning opportunities for younger children are of a consistently high quality.
- Children have good opportunities to visit places of interest in the local community and learn about different cultures, religions and beliefs. For example, children thoroughly enjoy growing vegetables to use for cooking a meal, and celebrate Chinese New Year by food tasting and trying Chinese dancing. Staff regularly discuss people's similarities and differences while out on trips and through stories. Children share celebrations with local residents and are encouraged to engage in acts of kindness, such as giving flowers to a local resident and donating food to the local church for Harvest festival.
- The management team evaluates the provision effectively. They carry out supervision sessions with staff and check in on their well-being in regular team meetings. Staff are supported to use resources, such as online training, to support their ongoing professional development.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements are robust. Staff understand the signs and symptoms of abuse and neglect, and undertake regular training. The manager places priority on the welfare of children, and how staff can receive the knowledge and skills to implement policies and processes. Staff understand how to respond to any concerns they may have and how to raise these within the setting or with other professionals. The manager carries out effective employment processes to ensure that all adults working with children are safe and suitable.

What does the setting need to do to improve?

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

- strengthen staff knowledge and understanding of strategies to promote

children's language skills, so they are consistently of high quality.

Setting details

Unique reference number	120283
Local authority	Surrey
Inspection number	10279876
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	71
Number of children on roll	130
Name of registered person	Careroom Limited
Registered person unique reference number	RP910483
Telephone number	01428 654117
Date of previous inspection	7 September 2017

Information about this early years setting

Toad Hall Nursery Haslemere is one of 14 nurseries run by Careroom Ltd. The nursery registered in 2001 and is located in Haslemere, Surrey. The nursery is open each weekday, from 8am to 6pm, throughout the year. The nursery receives funding to provide free early education for children aged two, three and four years. The provision employs 29 members of staff, 19 of whom hold appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector

Bev Boyd

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the deputy manager.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection. The inspector looked at children's records as well as a range of other documentation.
- The inspector spoke to parents during the inspection and took account of written feedback provided.

We carried out this inspection 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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