

Inspection of Toad Hall Nursery Felcott Road

Felcott Road, Walton-on-Thames, Surrey KT12 5NS

Inspection date: 28 April 2023

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

There are some weaknesses in the arrangements to work in partnership with parents to fully coordinate children's all-round care. However, the teaching and learning for children is good. Managers and staff warmly welcome children on arrival, and children feel safe and secure in their surroundings.

Staff plan thoughtful activities that are based on the children's experiences and interests. They identify what they want children to learn and, with careful teaching, encourage the children to think and connect their ideas. For example, staff have created a beach and ocean scene. They use items from the recycling bin and scatter this on the beach and in the ocean. Children use tweezers to pick up the 'litter' and clean up the beach. Staff talk to children about the importance of looking after our environment. Children have fun learning, and they are engrossed in their play.

Children love being outside in the fresh air. They investigate their surroundings and are active in their play. For example, children explore mixing water and mud to make mud cakes. They then pour the water into bowls that are set above each other and watch it flow down. Staff share the children's delight when they give the dinosaurs a muddy bath. Children are deeply engrossed and use their imaginations to make-believe in their play.

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

- The managers have developed a curriculum with staff that is tailored to meet the needs, stages and abilities of all children. Staff share their common understanding of the learning intention and implement it well in everyday practice. Children benefit from good opportunities to develop and build on their skills and progress in their development.
- Managers have systems in place to collate parent information and update contact details. However, these are not robustly implemented and not all parent contact details are current. This has not had a significant impact to date. However, this does not ensure that staff have the information they need to contact parents in case of an emergency.
- There are effective systems to monitor and assess the progress of children within each room. Managers and staff use these well to inform planning and teaching. When children start the setting, staff gather information from parents to understand where children are developmentally and how to best support them. This supports staff to promote children's individual needs from the outset.
- Since the last inspection, there has been a focus on improving the children's well-being as they transition through the rooms. Managers have put effective strategies in place to ensure these transitions are as smooth as possible. They have reflected and evaluated different ways to support the children during this

process and are focussing on further ways to make improvements.

- The support for children with special educational needs and/or disabilities (SEND) is good. Managers and staff know the children well and know how to care for them and move them forward. With tailored plans to support the children's individual needs, staff effectively plan and adapt activities to ensure all children are included. Therefore, children with SEND are receiving the support they need to progress well.
- There are clearly defined policies and procedures in place that outline what staff should do if a child sustains an injury, including when to notify parents. Although these are generally followed appropriately by staff, problems arise when parents' contact details are not available. Managers do not effectively monitor to ensure all steps have been taken. To date, this has had no significant impact.
- Children demonstrate good hygiene practice through their daily routines. Staff support children at mealtimes and share meaningful conversations and interactions. For instance, children are encouraged to learn the skill of twisting the spaghetti on their forks before they eat. They show persistence with this, and staff praise them for their achievements. Children learn to 'have a go' and to keep trying.
- Staff are more effective at sharing information with some parents than with others. However, despite some weakness in parent partnerships, parents express their appreciation for the care that their children receive. Parents explain that their children are happy and enjoy coming to the setting.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff have a secure, up-to-date understanding of safeguarding matters. Staff are consistent in their knowledge and watchful for possible signs or indicators that could suggest a child is suffering harm or at risk of abuse. Staff understand the correct processes to follow to refer any concerns about children or allegations against staff.

Managers have robust fire evacuation procedures in place to ensure all staff and children know how to leave the premises safely. They practise regularly, and managers intentionally put obstacles in place to encourage staff to think of alternative ways to exit the building promptly in case of an emergency.

What does the setting need to do to improve?

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

	Due date
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improve arrangements to ensure that all parent contact information is kept updated	25/10/2023
ensure the processes in place to notify parents of accidents or injuries are implemented consistently by all staff.	25/10/2023

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

- strengthen information sharing with parents to build on relationships to promote more consistently effective communication.

Setting details

Unique reference number	EY225251
Local authority	Surrey
Inspection number	10263895
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	0 to 5
Total number of places	102
Number of children on roll	90
Name of registered person	Careroom Limited
Registered person unique reference number	RP910483
Telephone number	01932 252858
Date of previous inspection	16 May 2017

Information about this early years setting

Toad Hall Nursery Felcott Road registered in 2001. The nursery is one of 11 nurseries owned by Careroom Limited. It is situated in Walton on Thames, Surrey. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The nursery offers an early start from 7.30am by prior arrangement. The provider receives funding for the provision of free early education for children aged two, three and four years. A team of 27 staff work with the children. Of these, 11 staff hold recognised early years qualifications at level 3 and two hold a level 2 qualification.

Information about this inspection

Inspector
Kelley Ellis

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with provider and has taken that into account in their evaluation of the provider.
- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.

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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