

# Inspection of Toad Hall Nursery Watford

100 Hempstead Road, Watford, Hertfordshire WD17 4LA

---

Inspection date: 10 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time in this welcoming nursery. Sensitive daily routines, such as waking children gently and supporting them to participate in activities, contribute to the warm relationships children build with staff, and help them to feel safe and settled. Children are confident and show high levels of self-esteem, assured that their views are valued. For example, all older children participate in the 'children's forum', where they help make decisions, such as how to participate in World Book Day. Children respond to staff encouragement and support and are confident to try new experiences and join in with discussions.

Children's behaviour is good. Toddlers understand the routine and readily follow instructions. Older children reflect staff's caring attitudes and are kind to one another. Children play well together, building on each other's ideas and negotiating the rules of their games. Children have many opportunities to develop their physical skills. For instance, babies use furniture to pull themselves up to standing. Older children develop balance and core strength as they climb across ladders balanced on wooden supports. They learn to keep themselves safe as staff encourage them to assess the risks involved. Children learn about differences. For example, they access artefacts and books from around the world.

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

- The management team continuously reviews all areas of the nursery, involving staff, parents and children in making improvements. Daily procedures, such as a notice board to highlight staff performance, help staff to feel valued.
- Staff have a good understanding of the progress children have made in relation to their starting points. They offer children activities that support them in taking their next steps in learning, giving them opportunities to practise their new skills through repetition. For example, babies develop physical skills as they use spoons to fill containers with flour. Robust monitoring and a thorough knowledge of each child ensures that all children make good progress and no child falls behind in their learning. Additional funding is spent effectively to support children's development.
- Staff support children to develop their communication and language skills. They narrate children's play and help them to learn new words. Young children show their enjoyment as they sing songs. Older children use their good language skills to explain their play. Staff speak clearly and use visual aids to help children communicate. This particularly helps children who speak English as an additional language and children with special educational needs and/or disabilities.
- Staff ensure that children can access books in all areas of the nursery. They support children well so that they quickly develop a genuine enjoyment of books. For instance, younger children explore craft resources related to a

favourite book, using these to make their own illustrations. Older children playing outside stop to read a book, laughing as they remember the words and what happens next.

- Children are developing a good understanding of mathematical concepts. For example, they use pretend money in their play. They compare how many coins they each have, saying 'You have more than me, I need one more and we will have the same'.
- Children are confident to organise their own play. For example, older children use their imagination as they make 'strawberry cakes' in the mud kitchen. They develop physical skills as they hold pans and use spoons to mix their ingredients.
- Staff understand the intention of activities. They generally support children well so that children enjoy taking part and their development is promoted. However, on occasion, staff do not individualise activities sufficiently and encourage children to think critically and solve problems, to help promote their development to the optimum.
- Partnerships with parents are good. Celebrations and stay-and-play sessions help parents to feel welcome in the nursery. Parents report that they appreciate the nutritious meals their children have and the contribution this makes to their healthy development. Parents speak highly of the staff and appreciate the regular communication regarding children's care needs. However, staff do not always focus the support to parents to help them build on their children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of safeguarding. Regular training and frequent discussions help to keep this knowledge up to date. Staff understand their safeguarding roles and are confident in following the nursery's procedures if they have concerns about a child's welfare. They understand how to recognise and report any concerns they may have about a colleague. Additionally, staff are aware of wider issues that could affect children's safety and welfare, such as exposure to radical ideas and the potential risks associated with use of the internet. They take effective action to keep children safe at all times.

## What does the setting need to do to improve?

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

- support staff to further develop their teaching skills and consistently extend children's play and activities, for example through individualising activities further and encouraging children to think critically and solve problems
- focus support for parents more precisely, to help them build on their children's learning at home.

## Setting details

<b>Unique reference number</b>	130641
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10280403
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	116
<b>Name of registered person</b>	Careroom Limited
<b>Registered person unique reference number</b>	RP910483
<b>Telephone number</b>	01923 254637
<b>Date of previous inspection</b>	18 August 2017

## Information about this early years setting

Toad Hall Nursery Watford registered in 1992 and is one of several nurseries owned by Careroom Limited. The nursery employs 25 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 or above, including two with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Kelly Eyre  
Jody Taylor

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager joined an inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- Inspectors observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- An inspector and the manager completed a joint observation.
- Meetings were held between the inspectors, the manager, the assistant manager and the head of nursery operations. Inspectors looked at relevant documentation and saw evidence of the suitability of staff.
- Inspectors held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023