

Inspection of Toad Hall Nursery

Edney's Hill, Wokingham, Berkshire RG41 4DS

Inspection date: 13 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited for their day at this nursery. They separate confidently from their parents and are greeted affectionately by staff. Children excitedly talk to staff about what they have been doing as they arrive. Staff model positive behaviour and language. Children's behaviour is good. They respond well to praise and are proud to show staff their achievements. Staff provide small-group activities to help children to learn about emotions. For example, children listen to books about different emotions and talk about how they can comfort friends if they are sad. Children explore their environment confidently. They play independently and in small groups and share ideas to extend their games. They excitedly tell staff what they are doing.

Staff have high expectations of children and they make good progress. This includes children with special educational needs and/or disabilities (SEND). Children are enthusiastic in their play and learning. Staff provide interesting and stimulating activities and experiences to engage and motivate children. Staff plan around children's interests to build on their knowledge and understanding of the world. For example, pre-school children who are excited for the holidays make paper aeroplanes to fly and enjoy playing in the beach-themed area that staff have created in the garden.

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

- Leaders and managers have made significant improvements since the last inspection. They have implemented changes to the way that staff supervisions are conducted. Managers conduct effective supervisions to ensure that staff's individual training needs are identified and they are well supported in their roles.
- Managers have reviewed and made changes to the curriculum. They have clear aims of what they want children to gain from their time at the setting. Managers know the children well and the areas in which individual children need to progress. However, not all staff fully understand how to implement effective learning in all areas. For example, some staff are not always clear on the intent of activities and how to further support children with their development.
- Older children's speech and language are supported well. Staff recognise the different ways to communicate with children to meet their individual needs. Staff listen to children, giving them time to respond to questions and share their views and opinions. However, younger children's speech and language are not always supported in meaningful ways. This means that, on occasion, the younger children can struggle to build communication skills.
- Children's behaviour is good. They understand what is expected of them and manage their emotions well. Children build strong friendships with each other and chatter excitedly while playing. For example, children in the toddler room

play in groups, talking to each other about what they are doing and building on each other's ideas. They share their thoughts and build on imaginative play by adding resources.

- Parents praise the setting for the support their children receive. They enjoy updates about their child's progress. Parents of children with SEND state that they are supported as well as the children. Newsletters and parents' evenings provide information about what is happening at the setting and children's individual progress.
- Staff support children's physical skills well and understand that it is important for children to be physically active. For instance, children benefit from time outside in the garden. They use equipment and learn new skills that are appropriate for their age and ability. For example, younger children learn to hop, skip and balance, and older children enjoy a group game of catch that is organised by staff. They take turns with throwing and catching balls.
- Children with SEND make good progress. Staff work with other agencies and parents to ensure consistency with children's support. Staff try different methods to support children and adapt their approach to the child's individual needs. For example, staff use a range of communication methods, such as visual supports and Makaton.
- Staff support children's mathematical development well. Younger children enjoy number songs and books, and older children use resources for matching, making patterns and exploring quantities. Children explore quantities. For example, pre-school children enjoy water play. They fill different-sized containers and talk about how much water they need for each one.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good safeguarding knowledge. They understand their roles and responsibilities to report concerns about children or adults. Staff complete regular training and can recognise the signs that may indicate that a child is at risk of harm or abuse. Staff talk about safeguarding issues, such as county lines, female genital mutilation and the 'Prevent' duty. Managers have put new systems in place to help to ensure that ratios are met. Their good deployment of staff ensures that children are supervised throughout the day and at lunchtime. Daily risk assessments are in place to help to ensure the safety of children.

What does the setting need to do to improve?

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

- support all staff to have a clear understanding of the curriculum intent so that their teaching is consistently focused on what they want children to learn
- help staff to understand how to promote younger children's communication and

language development more successfully.

Setting details

Unique reference number	148628
Local authority	Wokingham
Inspection number	10283764
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 4
Total number of places	122
Number of children on roll	189
Name of registered person	Toad Hall Nursery Limited
Registered person unique reference number	RP558430
Telephone number	0118 9776200
Date of previous inspection	1 March 2023

Information about this early years setting

Toad Hall Nursery registered in December 1994. 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 29 staff who work with the children, 21 of whom hold relevant early years qualifications at level 2 or above.

Information about this inspection

Inspectors

Nicky Butler
Melissa Cox

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspectors about how they support children with special educational needs and/or disabilities.
- The inspectors observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors spoke to several parents during the inspection and took account of their views.
- Children spoke to/communicated with the inspectors during the inspection.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want the children to learn.

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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