

# Inspection of Toad Hall Nursery Felcott Road

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

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Inspection date: 20 March 2024

<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	Requires improvement

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

### **The provision is good**

Staff have a good knowledge of child development. This enables them to understand why some new babies get upset easily. Staff are attentive and give them the care and attention they need. This helps babies to be reassured by the emotional support they receive from staff and builds on forming positive relationships. Children enjoy their time at nursery and benefit from the range of learning opportunities that staff provide for them, such as playing with the play dough. Staff use these opportunities to promote children's language skills by talking to them about 'rolling' and 'squashing' as they manipulate the play dough.

Throughout the nursery, staff set clear expectations for children's behaviour. For instance, they remind babies of the importance of sharing and using their 'kind hands'. This enables very young children to begin to learn what positive behaviour looks like. Overall, children are friendly towards staff and their peers. Older children learn to share the resources with their friends when they have finished their turn. Staff praise children for being kind and this reinforces their understanding of how they are expected to behave at nursery.

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

- Leaders have strengthened parent partnerships. This helps to ensure that information is kept up to date so that parents can be contacted promptly when necessary. Leaders have strengthened communication with parents so that they are better informed about their child's progress and are given ideas for home learning. Leaders have also improved their accident and injury procedures to ensure that all staff are aware of how to manage these consistently.
- Leaders have implemented a curriculum that is shared effectively with staff. This enables staff to have a clear understanding of what they want children to learn so that they can plan for children's ongoing development. Additionally, the manager has identified that some children need additional support with their communication and language skills. Therefore, she has implemented strategies to promote children's speech. This includes creating a 'communication cabin', where children can participate in activities with staff, such as listening to stories and singing songs.
- Leaders consider ways to evaluate the provision. This includes seeking feedback from parents, children and staff to ensure that the service they provide continues to be highly effective. For instance, older children are invited to share their views of the nursery, which provides opportunities for them to have their voices heard and valued.
- Staff extend activities to promote children's learning and development. For instance, they support older children to build a 'house' together to encourage them work as a team. When children experience difficulties with the activity,

staff guide them to think of ways to problem-solve. However, at times, staff are sometimes slow to engage with quieter children. This does not fully enable all children to join in during group times.

- Staff follow children's interests to enhance their learning. For example, when children play with the 'jumping frogs', staff suggest that they look to see how far they can move. Children enjoy sharing their successes with their friends as they talk about how far their frogs have jumped. This provides opportunities for them to use mathematical language in their conversations.
- Staff support children to gain the appropriate skills they need for when they start school. This includes teaching children to complete tasks for themselves. For example, during mealtimes, children learn to serve their lunches and pour their drinks. Staff gently remind children to pass the bowls and jugs along to their friends, which helps them to manage the daily routines independently.
- The special educational needs and/or disabilities coordinator (SENDCo) works well with parents, other agencies and the local authority. This helps to ensure that children receive effective and consistent support in their learning. Children with special educational needs and/or disabilities (SEND) benefit from warm interactions with staff, which supports them to build strong bonds with staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **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 enhance the organisation of group activities so that all children are able to join in.

## Setting details

<b>Unique reference number</b>	EY225251
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10293950
<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>	0 to 4
<b>Total number of places</b>	102
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Careroom Limited
<b>Registered person unique reference number</b>	RP910483
<b>Telephone number</b>	01932 252858
<b>Date of previous inspection</b>	28 April 2023

## Information about this early years setting

Toad Hall Nursery Felcott Road registered in 2001. The nursery is one in a chain of 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 24 staff work with the children. Of these, 1 holds a level 6 qualification, 15 hold recognised early years qualifications at level 3 and three hold a level 2 qualification.

## Information about this inspection

**Inspector**  
Hayley Kiely

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENDCo 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 has on children's learning.
- Parents shared their views of the setting with the inspector.

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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