

Toad Hall Nursery

Inspection report for early years provision

Unique reference number 511179
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Inspector Tracy Bartholomew / Caroline Hearn

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Toad Hall Nursery opened in 1999 after re-registration. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a converted church building within the centre of Swindon, near to a local school, shops and library.

The setting has sole use of the building and uses four areas for the children aged from three months to five years, for which they can care for 159 children. In addition the setting offers an after school facility, for which they are registered to care for 50 children aged between four and eight years. There are currently 99 children on roll within the nursery, of these 40 children are within the after school club. The children are aged between three months to fives and attend a variety of sessions. The nursery is open from 08.00 until 18.00, with the after school available from 15.00 - 18.30, five days a week. They are closed only for public holidays and a week at Christmas.

There are 16 staff employed at the setting, 13 of these hold a current childcare qualification. In addition the setting employs a cook, cleaners and administrator to help with the running of the setting. The group receives teacher support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children's experiences at the nursery vary throughout the provision due to inconsistencies in staff practice. In most child care rooms staff demonstrate the skills required to engage and provide appropriate support to the children in their care. This is not however the case for all staff and this results in the needs of some children not being met. Insufficient assessment of the environment results in some issues of cleanliness and safety being overlooked.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to monitor staff practice to improve the quality of interaction of staff with children within the toddler room
- consider how children's progress can be shared with other early years provisions
- consider how children's development can be recorded to allow information on each child's stage of development to be easily ascertained
- ensure areas used for the after school facility are clean and tidy and that electrical equipment is safe
- ensure all toilet areas are clean and privacy is provided for children accessing the disabled toilet

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a full risk assessment is undertaken by an expert to assessing the damage to the stain glass windows to ensure children's health and safety is not at risk (Safeguarding and Welfare)(also applies to both parts of the Childcare Register)

20/03/2009

The leadership and management of the early years provision

There are systems in place to monitor the overall provision and practice of the setting. The management team has a sound understanding of most of the weakness in relation to the staffing and has put suitable procedures in place to improve outcomes for children. However, the self evaluation form used by the management team has failed to recognise the gaps in relation to the children's health, which has a significant impact to their welfare. For example, the broken stain glass windows on the second floor, the unhygienic toilet facilities and the hazardous wire for the computer consol for the after school club.

The nursery has a good level of qualified staff and students, the staff have good opportunities to further develop their qualifications and practices to further progress their professional training. This good ratio of qualified staff is not, however, ensuring quality across all areas of the nursery, which has a impact on the welfare and development of children at the setting.

The staffing team clearly know the children at the setting, they have a sound understanding of how children progress and know where the children are in relation to their developmental progress. There are individual profiles in place for all children at the setting, which include observations and photographs. However they are not set out to allow someone to easily ascertain children's progress and there are no methods in place to share these with other early years provisions. Staff and management have established positive relationships with parents. There are adequate systems in place to ensure they are kept up to date with the setting and their child's day, through use of verbal communication, parents' evening and newsletters.

The quality and standards of the early years provision

Children's experiences at the nursery vary in accordance to which room they are based in, as the practice in the toddler room differs from the babies and pre-school rooms. In some areas of the nursery the staff do not consistently engage in children's play and lack the capacity to meet the children's interests such as allowing the children to do more than one painting, which as a result hampers the children's interest and enthusiasm to express their creativeness. Although there are some worthwhile activities which the children clearly enjoy these are flawed by the lack of communication and enthusiasm of some staff to further progress the learning development of the children within the room. However children thrive and

clearly enjoy the experiences they are offered throughout the rest of the provision, for example, babies have a clear key person who works well to develop their skills, through use of the piano when playing music and blowing the bubbles in the garden. The pre-school staff are skilled at getting children to think through the consequences of their actions, when children are self serving their fruit and independence is well supported as children help to set the table and re-fill the water jug.

The nursery has implemented a key person system to ensure children are able to form close links with the adults caring for them. This is not however being managed effectively across the setting. Children, especially within the toddlers, are not cared for by an effective key person, which as a result leaves them at times unengaged with spontaneous learning missed. Nevertheless the staff clearly know the children throughout the setting and understand how to record their development, although at times this is not consistent which prevents some staff from identifying children's next steps in child learning. At times when it works well children's interests are very well supported and promoted, for example, whilst outside playing with boxes, the children use these to make jack in the boxes, the staff support their learning by pretending to wind up the boxes to assist the children's play to enable them to jump out.

Health and hygiene routines are maintained throughout the setting, simple hand washing and teeth brushing are part of every day activities; however the lack of hygiene surrounding the toilets poses concerns to the health of the children, as they have access to dirty toilet brushes and nappy changing stations. In addition in the after school club, the facilities lack cleanliness and electrical equipment is dangerously tangled which poses a risk to children's safety.

Some staff tell the children about the day's activities, and remind them of behaviour expectations well, although this is not consistent throughout the staffing members. Most staff promote themselves as good role models, remaining calm and reminding children of safety rules such as walking in the room and sharing resources. This in turn promotes the children's good behaviour and allows for the children to feel settled and secured. Staff are aware of how to safeguard children in relation to child protection concerns and are knowledgeable regarding the routes of referral for such cases.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare)

20/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare)

20/03/2009

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.