

Toad Hall Nursery

Inspection report for early years provision

Unique reference number 108001
Inspection date 23/07/2009
Inspector Margaret Moffat

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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 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 is one of 15 nurseries owned by Careroom Limited. It opened in 1999 and operates from a purpose built building in the grounds of Pinewood Studios in Iver, Buckinghamshire. A maximum of 42 children may attend at any one time. The nursery is open each weekday from 07.30 until 18.00, for 51 weeks of the year. All children share access to a secure enclosed outdoor area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently 81 children aged from three months to five years on roll. The nursery serves families from the wide surrounding area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 19 staff. Of these, 13 including the manager hold appropriate early years qualifications and one member of staff is working towards a qualification. The nursery also employs a qualified chef and a cleaner.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff know the children well and provide a range of stimulating activities to support their learning in all areas. Consequently, children make good progress in their learning and development. Staff recognise the uniqueness of each child and treat children with kindness and respect. They have a good understanding of inclusion and ensure children learn to value themselves and respect each other. The management team demonstrate a commitment to further improve the quality of welfare and learning offered to the children.

What steps need to be taken to improve provision further?

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

- further promote children's good health by ensuring they follow hand washing routines at snack time
- review the system for recording children's attendance to ensure consistency throughout the nursery
- further develop observation and assessment systems to highlight children's next steps in learning and provide children with more daily opportunities to support their understanding of counting and simple calculation

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

- keep written records of all medicines administered to children (Documentation)

10/08/2009

The leadership and management of the early years provision

The nursery uses various methods to review their work and self-evaluate the service they provide. This helps them identify their strengths and areas for improvement. Staff, parents and children have opportunities to express their views and these are taken into consideration when developing the action plan. One improvement which has been recently made is ensuring the outdoor area is now accessible to children for free flow play and providing resources and activities to expand the areas of learning outdoors. This increases the opportunities children have to play in the fresh air and to play outdoors if they wish. The nursery have addressed the recommendations made at the last inspection, providing children with more materials and opportunities to initiate the use of writing in their play and ensuring children who do not sleep can play comfortably enjoying quiet activities or playing outdoors. This demonstrates their ability to maintain continuous improvement.

All staff who work in the nursery have undergone appropriate checks to ensure their suitability. Recruitment and induction procedures are effective and ensure staff are aware of their roles and responsibilities. Regular appraisals assess the ongoing suitability of staff and provide them with opportunities for further training. Staff have access to e-learning training in subjects such as Child Protection, Food Hygiene and Equal Opportunities and this helps them to further promote outcomes for children. All required documentation, policies and procedures to ensure the smooth running of the nursery are in place. The nursery have a procedure for recording accidents and administering medication which includes gaining written permission from parents and many of the staff hold first aid certificates. However, a written record is not kept for all children to whom medication has been administered and this is a requirement. Although children's attendance records are in place, two systems are used and this leads to inconsistent recording in the nursery.

Staff have a good understanding of child protection issues and know how to proceed if they have concerns about a child in their care. The premises are secure and staff monitor who is entering or leaving the building and visitors are requested to sign in. Risk assessments are in place and updated regularly to include any new identified risks. Daily checks in each room and outside ensure all areas, equipment and resources are safe. There are appropriate contingency plans in place to ensure adults support children in their play.

Staff gather useful information from parents before their children start the nursery to ensure their individual needs are met and routines are followed. Parents receive good information about the nursery through the parent handbook, newsletters, displays and notice boards. Information is shared verbally on a daily basis and daily sheets are available for the parents of younger children giving details of their day in the nursery. Parents have access to their children's records at anytime and are encouraged to add to these through opportunities to write about their children's achievements away from the nursery. More formal meetings are held twice a year to discuss children's progress in more detail. The nursery has

established good links with the schools children will be moving on to and other outside agencies, further supporting continuity of care for the children.

The quality and standards of the early years provision

Children enjoy their play in a clean and secure environment. They have access to a range of good quality resources that offer learning experiences for all. Children develop their personal independence appropriately as they deal with their own care needs, such as accessing drinks when required or managing footwear and dressing themselves. There are appropriate nappy changing procedures in place and staff use gloves and wipe down mats after each use to prevent cross infection. Children learn suitable personal hygiene routines such as hand washing at appropriate times and visual displays are used to remind children to do this when they have visited the toilet. However, staff lack consistency as they do not ensure children in the pre-school room wash their hands before snack time. Children enjoy a range of healthy and nutritious meals and snacks which take account of their individual dietary needs and preferences. Children talk about healthy eating and have opportunities to grow vegetables, they also place pictures of food on a chart showing how many pieces of fruit and vegetables they have eaten during the day. Children understand the need for physical exercise as part of a healthy lifestyle. They enjoy the freedom to run around, play on large equipment, ride on wheeled toys and balance as they walk across the stepping stones. Children develop an awareness of dangers and how to stay safe through gentle reminders and explanation and taking part in the emergency evacuation. As they play outside staff remind children to be careful and sit properly as they go down the slide and not bump into others as they are running around.

Deployment of staff is good and ensures children are well supported and supervised. Staff have a good knowledge of the Early Years Foundation Stage and in all rooms make observations that identify children's achievements. These are used along with photographs to complete children's learning journals. Plans take account of children's interests and individual needs, however, observation and assessment does not always identify children's next steps in learning. Evaluations of activities are general and do not highlight children's individual progress. Staff interact well with all age groups encouraging conversations and asking open ended questions to encourage children to think creatively. Children behave well and are good at taking turns and sharing during activities. They are developing good social skills as they play together.

Babies have fun as they experiment with paint. They collect the paint in their hands and smear it over the paper and squeeze it in their hands and show delight as they make a mess. They have daily access to outdoor play and those who are less mobile can crawl around in a safe area, pulling themselves up on the equipment as they attempt to walk, staff are close at hand to intervene if needed. They enjoy playing with balls as staff play roll and catch with them and some children are beginning to kick, further developing their physical skills. Staff sit with the children and respond to their sounds and gestures. For example as the children press the buttons on the musical book, staff sing the song and children smile when they do this, as children make noises staff praise them for their efforts and

encourage them to repeat words.

Children are confident and show curiosity as they approach visitors and ask them what they are writing about. They talk about what they like doing in the nursery and playing outside and with the toy animals is their favourite. They confidently name the farm and zoo animals they are playing with and make gestures and sounds imitating them. Children recognise their names from name plates and have opportunities to mark make during their activities. Older more able children write their own names on their work and wall displays show they have made labels or written sentences under their pictures. Children's early mathematical and problem solving skills are developing through planned activities and the availability of resources such as puzzles, large play shapes and activities such as cooking. However, there are few opportunities to practice counting or simple calculation in everyday situations. Children are learning useful skills for the future as they take part in recycling within the nursery and take the items to the correct waste bins. They learn about the world around them as they take part in celebrations and festivals. The children develop an understanding of diversity and helping others less fortunate than themselves by participating in charity events and sending and receiving pictures from the children they help.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

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

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