



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY244212

DfES Number: 532488

### INSPECTION DETAILS

Inspection Date 01/03/2005  
Inspector Name Shan Gwendoline Jones

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Toad Hall Nursery  
Setting Address Comer Crescent  
off Windmill Avenue  
Southall  
UB2 4XD

### REGISTERED PROVIDER DETAILS

Name Carerom Ltd 03614275

### ORGANISATION DETAILS

Name Carerom Ltd  
Address 3rd Floor, Wembley Point  
1 Harrow Road  
Wembley  
Middlesex  
HA9 6DE

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Toad Hall Day Nursery is one of 15 nurseries run by Careroom Limited. It opened in 2002 and operates from four rooms, within a parade of shops, on the Windmill Park Estate. It is situated within a large residential area close to Ealing Hospital. All children share access to a secure enclosed outdoor play area.

A maximum of 50 children may attend the nursery at any one time. The nursery is open from 07:30 to 18:00, 51 weeks of the year. There are currently 37 children aged from 3 months to under 5 years on roll. Of these 10 receive funding for nursery education. Children come from the local and wider community. The nursery supports children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 8 staff, four staff including the manager hold appropriate early years qualifications and one staff is working towards a child care qualification.

The nursery receives support from the Foundation Stage Consultants from the Early Years Development and Childcare Partnership (EYDCP).

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Toad Hall Nursery provides good quality nursery education overall. Where children make generally good progress towards the early learning goals.

The quality of teaching is generally good in promoting children's learning towards the early learning goals. The teaching has enabled children to make very good progress in the areas of personal, social and emotional development and communication, language and literacy. The assessments systems that are in place are effective and demonstrate that staff have an understanding of the early learning goals, although there are weaknesses in the programmes for mathematics, knowledge and understanding of the world, physical and creative development. Planning is clear and links in well with children's individual assessments. Staff use these assessments to set challenges for the children to extend their learning, which assists them through the stepping-stones.

The staff provide a varied programme of practical activities to support children's learning and make good use of available resources. Children are confident, independent learners and frequently initiate their own imaginative play, such as producing and directing their own plays from familiar stories. Staff are positive role models as a result behaviour is good.

Leadership and management of the setting is generally good. The manager is committed to providing good quality education for children, these aims are clearly understood by staff. Continuous improvements are made to the setting, and there are clear systems in place to monitor and evaluate the effectiveness of change.

Parents are encouraged to share what they know about their child to plan effective settling and learning experiences. Staff keep parents verbally informed about their child's achievements and progress and produce written reports, which are shared with them. Parents speak very highly about the group, the caring staff, the positive learning environment and experiences the children gain.

### What is being done well?

- Children are treated with respect and kindness; their behaviour is managed using positive techniques. Children mirror this behaviour and are generally well behaved and motivated to learn.
- Children have good opportunities to develop independence, make choices and decisions about their learning.
- The curriculum for communication, language and literacy is good. Staff make good use of group teaching sessions, planned activities and impromptu situations to develop verbal skills and explore early reading and writing.
- Children speak clearly and fluently as a result of staff members consistent

interest and involvement in their play and conversations.

**What needs to be improved?**

- mathematics with more practical opportunities for children to practice problem solving including simple addition and subtraction
- the opportunities for children to develop practical explorative and investigative skills regarding the natural world
- the programme for physical development by providing challenges for more able children to develop their climbing and balancing skills
- children's access to a range of musical instruments to explore and recognise how sounds can change.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children part happily from their carer, they are curious, motivated and persist at activities. They have very good opportunities to develop personal independence, make decisions and select resources. Children model the consideration and respect staff show them, as they develop relationships with their peers. Behaviour is generally good, staff reinforce right and wrong. Children are confident in group situations and confidently express their needs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

They speak confidently in many situations. Good opportunities to develop early writing skills through structured activities are reinforced by the provision of equipment for independent writing. Children are confident writers and many can write their names clearly. Staff teach children the sounds that letters make. Children use a good range of books competently and have varied opportunities to develop listening skills and good opportunities to link sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use mathematical language competently to discuss quantity, colour, size, shape and position. They are making good progress in understanding and using number in everyday situations and are able to count to ten and beyond, however, there are too few opportunities to use mathematical skills for problem solving such as simple addition and subtraction. Children have access to a range of games and activities that help develop sorting and matching skills.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are developing a good sense of time as they recall past events. Their design and construction skills are good. A range of well planned activities throughout the year allow children opportunities to experience cultures other than their own. Children use technology such as the computer with increasing control. Staff teach them to observe change, for example watching the ice melt. There are however, too few opportunities for them to explore the natural world and their environment.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children demonstrate good spatial awareness as they move confidently in the garden and during action songs. They exercise control and dexterity as they handle pencils, scissors and glue spreaders. Although they have regular use of a small outside area equipped with tricycles and other resources, challenges for more able children to develop climbing and balancing skills are not available. Through daily routines children are developing an understanding of the importance of staying healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children are encouraged to develop their own creative ideas through a wide range of activities. Staff offer a varied range of art material for children to use to explore colour, texture and shape. They enjoy good role-play opportunities where they learn to make sense of their world. Good opportunities exist to develop children's senses in a variety of situations, including cooking activities. There are too few opportunities for the children to access musical instruments independently.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- provide more practical opportunities for children to practice problem solving including simple addition and subtraction
- Increase opportunities for children to develop practical explorative and investigative skills regarding the natural world and their environment
- create more challenging opportunities for children to develop climbing and balancing skills during physical play
- improve the use of resources for children to use a range of musical instruments independently. These should be accessible to children throughout the day.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*