

# Toad Hall Nursery

Inspection report for early years provision

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**Unique reference number** EY244212  
**Inspection date** 05/07/2011  
**Inspector** Seema Parmar

**Setting address** Comer Crescent, off Windmill Avenue, Southall, UB2 4XD

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**Type of setting** Childcare on non-domestic premises

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## 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*.

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## Description of the setting

Toad Hall Nursery is one of 16 nurseries run by Carerom Limited. It opened in 2002 and operates from three rooms, within a parade of shops on the Windmill Park Estate, Southall, in the London borough of Ealing. The setting serves the local and wider community and is in a residential area close to schools and children's centres.

A maximum of 50 children may attend the nursery at any one time. There are currently 57 children aged from three months to under five years on roll. Of these, 17 children receive funding for nursery education. Children come from the local and wider community. The nursery is registered on the Early Years Register. The nursery is open from 7.30am to 6pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area. The nursery supports children who speak English as an additional language.

The setting employs one manager and eight full time members of staff. Also employed are three bank staff and two staff who cover lunch. Nine full-time staff hold recognised childcare qualifications. One member of staff holds a BA (Hons) degree. The setting also employs a cook. The nursery receives support from local early years team and is a member of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Toad Hall Nursery, Southall, provides a warm and inclusive provision where children are happy and settled. The manager acknowledges that the systems for the organisation and planning, in order to ensure that every child receives an enjoyable challenging learning and development experience, is not fully effective in practice. The setting demonstrates a sound commitment to continue developing systems and organisation, by working with the local early years advisory team, to identify priorities for further development, in order to improve outcomes for children. Partnership with parents is very good, as staff communicate with parents, in order to keep them well informed of their children's welfare, care and learning.

## What steps need to be taken to improve provision further?

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

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 02/08/2011

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

- make sure staff offer encouragement, clarify ideas and ask open questions to support, extend children's thinking and help them make connections in learning.

## **The effectiveness of leadership and management of the early years provision**

Staff are aware of their safeguarding role and their responsibility to report concerns promoting children's safety. Robust systems are in place for the safe recruitment and vetting of those working directly with the children. Risk assessments are in place, covering all areas of the setting, identifying hazards and actions taken, in order to reduce the risk to children. Generally, records, policies and procedures are in place and reflect current legislation.

Self-evaluation is generally effective and involves the children, parents and staff of the setting. The management team identifies actions, as part of self-evaluation, to address areas for further development and has close links with the local early years team for support and guidance. Following the previous inspection, the setting has addressed the areas identified for improvement. For example, the setting was required to develop the programme for physical activity, in order to enable children to develop and practise large motor movements. Children in the pre-school room participate in yoga sessions, developing their mental and physical development. Equality and diversity are threaded through many activities, so that children are gaining a suitable awareness of the needs of others, through the celebrations of many different cultural festivals.

Resources are good, fit for purpose and able to support children's learning and development. The environment is conducive to learning, safe and well cared for. Partnerships with other agencies are good. Children and families are sign posted to the local children's centre for additional services. The nursery is forming links with other professional agencies, to ensure that children with additional needs receive the support required, in order to meet their needs. The setting is beginning to establish links with the local schools to provide continuity of care for children who are moving onto school. Partnerships with parents are a key strength of this setting. Highly positive relationships are established with parents, to ensure their children's needs are met. The setting actively seeks parents to share, contribute and update information to become fully involved in their children's continuous care, learning and assessment. There are clear and accessible channels for parents to communicate with the setting. Feedback from parents' questionnaires indicate that they highly satisfied with the service provided by the setting.

## **The quality and standards of the early years provision and outcomes for children**

Children are cared for in a warm and welcoming environment. Most children are making sound progress in their learning and development. Staff have a growing understanding of the Early Years Foundation Stage, and some staff are beginning to put this into practice. Systems for observing, planning and assessing children's next steps in their learning and development are well established. However, some staff have yet to effectively implement this in practice as they do not always recognise the learning intention of activities. As a result, learning is not always consistent. Effective procedures are in place to enable parents to contribute, discuss and view their children's learning and development records.

Staff are very kind and caring. Children form secure attachments with staff, who generally spend time supporting them. Children's sense of belonging and security is well promoted as photographs of themselves and their family are displayed throughout the nursery. Children look at books for pleasure, with some support from staff. Children are developing their early writing skills as they have suitable opportunities to write for different purposes and have good access to a range of writing resources, which they select independently. Children have good access to use information and communication technology, in order to support their learning and to help them develop skills that contribute to their future and economic well-being. Children are learning about how plants grow. For example, they water the strawberries and cabbages that have been planted in the growing area outside in the play area. Many learning opportunities exist through the good range of resources provided. However, staff consistently miss key opportunities to offer encouragement, clarify ideas and ask open questions, in order to support and extend children's thinking and help them make connections in their overall learning. Furthermore, at times in the pre-school room, the daily routine becomes dominant and chaotic as staff struggle to effectively prepare for lunchtime. As a result, children lose interest in the music and movement sessions and do not actively participate in this worthwhile activity.

Children are provided with snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily and freshly prepared meals. Children have access to fresh drinking water which they can help themselves to when they are thirsty. Children are developing understanding of personal hygiene and are encouraged to wash their hands before eating and after using the toilet. Mealtimes are social as children sit together and chat about their day.

Children are learning how to keep themselves safe. For example, staff supervise and give gentle reminders to play safely. Children learn how to keep safe in the event of a fire as they routinely practise the evacuation procedures. Children are generally well behaved. They listen to instructions, learn to share, take turns and build friendships with their peers.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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