

Toad Hall Day Nursery Ltd.

@ Wyburns Primary School, Nevern Road, Rayleigh, Essex, SS6 7PE

Inspection date	01/11/2012
Previous inspection date	25/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children achieve exceptionally well because they have access to a rich, varied and imaginatively resourced environment which engages, inspires and stimulates them to be active learners.
- Staff know every child's unique style, stage of development and learning needs exceptionally well and use precise and accurate assessment systems to plan challenging activities to guide children's next steps in learning.
- Children form strong attachments and demonstrate their feelings of safety and security as they gain in confidence and independence. This enables them to learn as they engage with the child-centred environment.
- The setting is successful because the management team motivates staff to aspire to the highest quality provision at all times.
- High quality supervision and monitoring of staff is based on consistent and sharply-focused evaluation of all aspects of the provision and leads to continuous development and improvement.

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Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector held meetings with room leaders and the manager, and spoke to parents as they collected children at various times.
- The inspector looked at documents including children's learning journeys, photographic and information displays, parents' pack and newsletters.
- The inspector observed children playing in all rooms and the outside play areas and carried out a joint observation of a group activity with the manager.
- The inspector observed routine care and a mealtime, and spoke to the chef regarding her role in providing suitable food and drink to meet the varied needs of the children.

Inspector

Sarah Williams

Full Report

Information about the setting

Toad Hall Day Nursery is privately owned and opened in 2002. It operates from four rooms in a purpose-built facility within the grounds of Wyburns Primary School in Rayleigh, Essex. It is registered on the Early Years Register. Children have access to several secure, enclosed outdoor play areas. The setting opens five days a week all year round, apart from public holidays. Operating times are from 7am until 7pm.

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There are currently 162 children on roll who are within the early years age range. Children attend for a variety of sessions or full day care. The setting serves the local community and surrounding areas. The setting supports children who have special educational needs and/or disabilities or who have English as an additional language. The setting employs 26 member of staff, of whom 21, including the manager, hold appropriate early years qualifications. The setting receives support from the local authority, the National Day Nurseries Association (NDNA), the local authority and the Pre-School Learning Alliance (PSLA).

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- consider providing smaller-scale furniture to better meet the needs of the youngest children.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

The setting provides children with outstanding opportunities to develop and learn in a well thought out, stimulating and welcoming environment. The four care rooms provide distinct environments geared to the needs of the age groups cared for. For example, the babies' room has play zones, such as the black and white area, a role play area, a cosy book corner and plenty of free floor space. They sleep in a quiet room off to one side, where they can be constantly supervised and escape the busy playroom where others are enjoying an active time. Whilst overall the nursery is furnished and resourced with very high quality, suitable equipment, the chairs and tables available in the rooms for the youngest children are not able to fully promote their development as they are too large for children to use independently. The toddlers have a large room with low units for easy access to their books, play and construction toys. An area with a straw bale excites their interest in animal habitats, and encourages imaginative play, as they care for the small world animals and figures. The rooms used by children of three years and above are light and spacious, and again have designated areas for different types of play. Children's art work is effectively used as a backdrop to displays and on the outside of the role play screens. A wide range of messy activities forms a daily feature and promotes children's sensory development as they are involved in mixing and preparing dough, paint and gloop. Staff introduce imaginative ideas, such as three dimensional paint with glitter to create fireworks pictures.

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Children's communication and language development is very well supported as staff are skilled in speaking to children and listening to their responses. They respectfully allow children time to respond and value their contributions to discussions. During a group activity where children are describing their feelings they express that they sometimes feel sleepy, scared or happy. Books abound in every room and are used to support topics and aid children's understanding of the world around them, as well as to celebrate the diversity of language in stories and rhymes. Phonics awareness is part of the curriculum for the older children, who are beginning to recognise initial sounds and become aware of print, finding their named drawer and coat peg aids independence and self-esteem.

The outside areas are designed to offer different surfaces and activities so children can explore and investigate their surroundings and challenge themselves safely on the large, fixed play equipment and when manoeuvring the wheeled toys. Younger children, suitably clad in boots and splash suits, delight in stamping in puddles and finding fallen leaves which they collect for their autumn display. They enjoy insect hunts, with snails and slugs being particular favourites, and are fortunate in having established trees as a backdrop to their play area, where squirrels and other wildlife can be observed. Children learn how they fit into their local community, and the wider world, as many events and activities involve local groups and people. They collect food to donate to a local food bank and celebrate events, such as the Queen's Diamond Jubilee and the Olympics with first hand experiences. Photographs show children thrilled to be handling an authentic Olympic torch.

Staff demonstrate an exceptionally clear understanding of how children learn and employ effective teaching strategies based on careful consideration of the prime and specific areas of learning. Children's progress is monitored on several levels to ensure there are no gaps in learning and to ensure all children achieve to their full potential. Their starting points are recorded and analysed to set a base line assessment. Thereafter, the key persons track every child's progress and note the next steps in the learning journeys. These are an outstanding strength of the setting as they provide uniquely constructed, informative records which parents enjoy and frequently contribute to. Details of each child's exact stages of development are further tracked on a central system overseen by senior staff and again analysed to ensure consistency across the setting. The engagement of parents is evident at all stages of children's attendance and influences their experience and achievements very positively.

The contribution of the early years provision to the well-being of children

Children form secure emotional attachments and grow in confidence and independence due to the sensitive and realistic expectations set by the nursery ethos. The procedures for introducing children to the setting and the settling-in processes are very well thought out and aid children's feelings of belonging and ownership. Parents are fully involved in providing information about every aspect of their child's needs including any medical, dietary or health requirements, as well as their likes and dislikes. Staff skilfully use the information they receive to integrate the children and provide for their needs effectively, whether routine care or learning and development. Daily diaries are provided and act as a

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two-way flow of information, but equally, parents value the fact that staff are available for face-to-face discussions at any time and the manager's door is always open for a confidential chat if they have any concerns to raise.

Parents are given exceptionally high quality information by way of a prospectus, monthly newsletter, and the well-presented notice boards in all the communal areas of the nursery. They know what topics and activities the children are taking part in and have very well written rationales for all activities, explaining how children learn through play and being active. An outstanding feature is a shared resource area accessible to staff and parents. This is appealingly presented and located in the communal open area and provides educational books, activity plans and reference books which are available to browse or take away. Parents can thus be fully involved in extending children's learning at home.

Children enjoy fresh air and exercise as they access the outdoor learning areas for fun, physical play and investigation of the environment. Staff are proactive and always ensure that equipment is on hand. For example, to support children's interest in den-building, they provide covers and help children enclose areas where they can then huddle and squeal with glee. Walks and spontaneous outings to local places, such as shops, the railway station and local, safe country lanes or the donkey sanctuary provide rich environments to expand children's local knowledge and stimulate discussion. Events and outings are always followed up with discussions and art and craft opportunities to reinforce learning and allow children to recall and revisit their activities. For example, a wall display shows routes and features observed and serves as a three dimensional map, which children enjoy interacting with.

Transitions at every stage are exceptionally well-managed and sensitively approached. Staff recognise that all children are different and need varying levels of support, so visits to their new room are staged over a period of time and recorded in the learning journeys with annotated photographs. This provides parents with a visual talking point for them to use with the children and develop their understanding whilst allaying any anxieties or misgivings which occasionally arise when children move rooms. Equally, children attending other early years settings have link books and benefit from an active exchange of information to ensure continuity of care. When the time comes for a move to formal schooling, meaningful links are established with feeder schools and arrangements made to assist children's smooth transition.

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

The protection and safeguarding of children is a paramount consideration. All staff demonstrate a secure understanding of safeguarding and are confident that they can respond to any concerns regarding children's welfare. Training is frequently updated and all staff's knowledge is refreshed when changes to legislation or requirements occur. Information for parents is prominently displayed on a central notice board. Clear policies and procedures, which are closely monitored by senior staff for effectiveness, ensure that

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all areas of the setting are risk assessed regularly and any maintenance or repairs addressed promptly to ensure hazards are minimised, keeping children safe and secure.

Leadership and management of the setting is highly effective in establishing and maintaining exceptionally high standards of care and education. The management team has established cohesive systems to monitor staff's performance and children's progress, as the link between quality of teaching and children's achievement levels is correctly perceived as key to maintaining high standards. The innovative tracking system, devised in-house, enables every child's progress to be charted and measured against indicators, such as 'Development Matters', and signposts any problem areas or delays so that intervention can be set in place. The setting promotes the values of reflective practice and evolves due to consideration for future development and a strong drive for improvement. Targets are realistic and attainable and show a regard to the setting's strengths and weaknesses. For example, plans are in place to provide enhanced signage and text in the outside areas, and name cards to support children's literacy are in the process of being prepared. The self-evaluation process is perceived as an integral part of the setting's drive for excellence.

Parents are unfailingly positive in their praise of the setting's features that they value. For example, they know their views are considered and acted upon whenever possible. They appreciate the approachability of both the staff and management and state they are reassured that levels of security are maintained to ensure that their children are in safe hands. All parents spoken to say they would, and in many cases have already, recommended the setting to friends and family. The staff recognise that children are cared for by wider family members and openly invite grandparents, aunts and uncles to become involved in both day-to-day sessions and special events, such as picnics and sports days. A parent said that she always checks what topics and themes are being presented and tries to help by providing resources, for example, she sent in items for the role play hairdressers, which enhanced the children's play and experience.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

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acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY219283
Local authority	Essex
Inspection number	885546
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	162
Name of provider	Toad Hall Day Nursery Ltd.
Date of previous inspection	25/09/2008
Telephone number	01268 773386

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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