

# Toddletown Pre-School Nursery

Chiswick Tennis Club, Burlington Lane, London, W4 3EU

<b>Inspection date</b>	04/12/2014
Previous inspection date	18/06/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff create a calm, purposeful environment and through their kindness and compassion, support children to feel safe and secure.
- Staff know children very well; as a result, they plan activities to meet their individual learning needs.
- Staff have high expectations of the children; they engage them well to learn as they play.
- Staff have established effective partnerships with parents and include them well in their child's care.

### It is not yet outstanding because

- Staff do not always consider the views of children and parents fully in their self-evaluation process.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play and staff interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

## Inspector

Julie Biddle

## Full report

### Information about the setting

Toddletown Pre-school Nursery registered in November 2013 and is run by a private provider. The pre-school operates in the London Borough of Hounslow. Children have the use of one large playroom and an outdoor play area. The pre-school is open during term-time only, on Monday to Friday, from 8am to 1pm. Children attend a variety of sessions. The pre-school is registered on the Early Years Register. There are currently seven children in the early years age range on roll. The pre-school supports children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The provider receives funding for the provision of free early education for children aged two-, three- and four years old. The nursery employs three members of staff. All the staff hold appropriate early years qualifications. The manager holds a degree in early years.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- review the self-evaluation process to fully reflect the views of children and parents

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The nursery staff promote children's learning and development well because they are enthusiastic and dedicated in their role. During the inspection, children were fascinated as they listened to the sound that represented a space craft. The staff further enhanced this activity by using water sprays when the children sang about a spider. Staff further use fun activities such as singing to develop the children's understanding of number. For instance, children calculated how many space men were left in the space craft.

The staff know the children really well and therefore, plan a good range of play and learning experiences that excite and challenge them. Staff use accurate assessments of children, which clearly show how they make good progress in relation to their starting points on entry. At the start of children's placement, staff build strong relationships with children and their parents. For example, they work with parents to gather information about their child's abilities, in order to build a picture of their interests, and abilities in their development. Strong assessments of children by staff, ensure parents and other professionals are kept well informed of children's development. The staff complete a summary assessment of children's development, as part of their progress check at two years and share this with parents. Staff use this opportunity well to identify any areas of concerns, so they can address these with help from external agencies, if required. Staff help children in the nursery to develop the skills required for their next move to school.

For example, they ensure children take part in activities, which are increasingly more focused and that develop their self-care skills.

Staff support children who are learning to speak English as an additional language very well. Key persons work in partnership with parents to identify key words and routines, which support children's understanding and confidence. This provides children with opportunities to make connections between their home language and English, supporting their learning and preparation for their transfer to school. In addition, staff use visual timetables and props to develop children's understanding of routines, in order to enhance children's feeling of security.

The calm, but active environment, staff have developed, provides children with interesting and wide-ranging indoor and outdoor spaces and activities, which cover all areas of learning. For example, staff use numbers for a purpose in routine activities as they count the number of cups needed for snack time. Staff use good teaching techniques to engage children during play and to encourage their learning. Through their effective questioning skills, staff encourage children to reflect and think for themselves. For example, the children were asked where they would travel on a balloon and how the foam felt on their hands. The children's creative skills were enhanced when staff encouraged the children to think about changes in the colour of the foam as paint was added. Staff provide many opportunities for children to optimise their language and communication skills and become confident communicators, both in one-to-one situations and in groups. For example, children were asked to choose a song from a selection of pictures. They confidently chose and named a song that they would like to sing. The children were pleased to use musical instruments and all joined in; shaking bells as they sang jingle bells.

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

The processes staff use to help children settle into the nursery are highly effective; as a result, children are secure and confident. Staff understand the importance of monitoring children's well-being to ensure they are able to respond to any issues, especially when children first start to attend. There are strong relationships between children, parents and their key person. Children enjoy cuddles and warm interactions, with the staff responding quickly to their needs and requests. This means children are ready to explore and learn because staff address any issues about their emotional well-being promptly. When staff identify children as having additional needs, they effectively seek help and advice from other professionals to maintain their well-being and meet their needs.

Children's behaviour is good and they demonstrate a strong sense of belonging. Children move freely around the nursery, cooperate with their friends and are keen to share their activities with staff. They enthusiastically help staff to tidy away, which shows a good awareness of responsibility within the nursery. Children who are new to the nursery enjoy cuddles and affection from staff, supporting feelings of safety and security. Overall, the atmosphere is warm and cooperative.

All children develop healthy lifestyles. They are able to enjoy and explore the natural

environment in the outdoor provision. They have ample opportunity to enjoy exercise in the fresh air either in the nursery garden, or in local parks and gardens. To further enhance children's understanding of the local community, they travel on the bus to the library. Staff talk to the children about the importance of wearing a warm coat and hat to play outside in the winter. This ensures children develop an attitude that exercise outside is a normal activity for any time of year.

Staff meet children's dietary needs by providing freshly prepared breakfast and snacks. Staff use this time to develop children's independent skills. For example, children learn to spread their jam on their toast and pour their own drinks. Staff are aware of children with food allergies and implement robust processes to ensure children's safety. Staff encourage children to develop their ability to manage their hygiene needs, such as washing their hands before meals. Staff ensure the layout of the rooms is effective in allowing children to make choices for themselves, from a range of equipment in low-level containers. They further encourage children to keep themselves safe through discussions and activities, such as practising the emergency evacuation drill.

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

The children benefit from a manager and dedicated staff group who are committed to providing a high-quality service, which strives to continually improve. Since the last inspection, the manager has worked exceptionally hard in partnership with the local authority and deputy to meet the actions set. Consequently, all previous actions have been successfully met.

Management and staff ensure children are protected and safe in the nursery. For example, the manager follows secure recruitment procedures and induction processes in order to check the suitability of new staff. The manager conducts further ongoing checks to ensure staff remain suitable to work with children. Staff safeguard children through the implementation of clear policies and procedures. This enables staff to identify any child protection concerns promptly and take appropriate action. The manager and deputy have attended safeguarding training to maintain high standards, in order to keep children safe. Staff are very clear of their responsibility to protect children from harm. Staff carry out checks to ensure the building and grounds are secure. This ensures that children cannot leave unaccompanied and helps staff to manage the entry of parents and any visitors to the nursery. Staff undertake risk assessments of the premises and outings to manage any concerns and reduce danger for children.

The manager conducts interim staff meetings in between yearly staff appraisals to help drive improvement in teaching, and identify further training requirements. This means that management and staff are continually improving the methods they use for teaching and the assessment of the children's learning and development. Staff display high levels of early years qualifications and attend frequent, ongoing training, which has a positive effect on the quality of the learning experience children receive. Staff are consistently looking at ways to improve the nursery for the benefit of the children. This is achieved through staff

identifying the areas for development and considering ways to make changes to benefit the children. For example, after recent training initiatives, staff now use props during story and song times.

Management and staff ensure their self-evaluation process is ongoing, by implementing action plans across the nursery, which benefit the children. This shows their strong commitment to continual ongoing improvement. However, they do not always reflect the opinions of parents and children within their future plans to fully inform changes in the nursery.

Overall, partnerships with parents are successful. This is because staff develop a number of ways to help them feel comfortable and welcomed. Parents exchange information with staff at the beginning and end of the day, and staff keep them informed via parents' notice boards, newsletters and emails. Parents speak highly of the work of the caring and attentive staff team. Parents are delighted with the progress their children have made since attending the nursery. Staff have established effective partnerships with other professionals, which helps to develop the quality of education. The nursery makes further links with outside agencies to help children with special educational needs and/or disabilities. The manager and staff team know the importance of early intervention, particularly for children with additional needs, and ensure services are accessed in order to support their needs.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an 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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY465291
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	982046
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	7
<b>Name of provider</b>	Toddletown Nursery and Daycare Ltd.
<b>Date of previous inspection</b>	18/06/2014
<b>Telephone number</b>	0781 1123762

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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, which are usually the childminder's 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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