

Toots Day Nursery

214 Totterdown Street, Tooting, London, SW17 8TD

Inspection date	22/10/2012
Previous inspection date	07/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Practitioners plan a good range of learning opportunities based on children's interests and their stages of development.
- Children are happy and talkative. They play freely and creatively with the range of resources easily accessible enabling them to make independent choices.
- Children who speak English as an additional language are well supported and encouraged to speak their home language, learn English and other languages.
- The management team play an active daily role in the nursery to give staff advice and support. They actively promote staff's development encouraging qualified and unqualified staff to attend various training to support and improve practices.

It is not yet outstanding because

- Staff keep parents informed about changes to the Early Years Foundation Stage, although some guidance is not routinely shared. The provider involves parents in the self-evaluation process but not always rigorously.
- Staff support children learning English as an additional language well overall, although children have less access to dual language books than other similar resources.

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 the management.
- The inspector interacted with the children, observing them in their play and learning.
- The inspector reviewed children's learning profiles and documentation.
- The inspector interviewed staff and took into account their views.
- The inspector interviewed parents and listened to their comments.

Inspector

Janet Williams

Full Report

Information about the setting

Toots Day Nursery opened in 1990 and is privately owned. The nursery operates from three rooms in purpose-built premises in Tooting, in the Borough of Wandsworth. There are three separate enclosed garden areas for outdoor play. The nursery serves the local community. It is open each weekday from 8am to 6pm for 51 weeks of the year. It is registered on the Early Years Register. There are currently 60 children on roll within the early years age range. The nursery receives funding to provide free early education to children aged three and four years. It currently supports children who are learning English as an additional language. The nursery employs 20 staff of whom 17 hold appropriate

early years qualifications, including the managers. The nursery receives support from the local authority early years team.

What the setting needs to do to improve further

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

- develop the good partnership with parents, for example, by further improving systems to seek their views and providing them with more information about the reformed Early Years Foundation Stage
- provide more resources to support children learning English as an additional language, for example, dual language books.

Inspection judgements

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

Staff use effective systems and plans to provide children with motivating opportunities to extend their learning and development. They compile and use information gathered from parents prior to children starting to plan an interesting and learning environment for individual children. Babies, toddlers and older children are all able to take part in a wide range of indoor and outdoor activities and encouraged to make independent choices.

The good educational programme effectively covers all the seven areas of learning. Staff have a good understanding of how to promote children's development and help them acquire skills for the future. Children's progress records demonstrate the good progress they make. Staff use the Development Matters in the Early Years Foundation Stage guidance to help them assess whether a child is meeting their expected level of development. Staff regularly observe and assess the children taking into account most of the information gathered from parents. Documentation demonstrates well how staff evaluate children's learning progress and plan their next steps to help them progress towards the early learning goals.

Staff have created a stimulating learning environment where older and younger children are able to express themselves creatively through a range of mediums. Children paint using paint brushes and their fingers and make collages that represent their experiences. Observation demonstrates how children enjoy being creative using a range of colours in their art work. As a result, children develop good expressive art and design skills. Staff follow themed topics, which enable children to learn about what is going on around them

in the community and the environment. Children's art work is displayed and shows that they are learning about the autumn and the leaves falling off the trees. Staff label their contributions, which shows children that their work is valued and gives them a sense of belonging. In addition, children learn about other cultures and festivities from around the world. Children are currently planning for Halloween; they have made spiders through painting paper plates black and made legs out of pipe cleaners. Children are able to clearly explain the purpose of the activity and that they are going to have a Halloween party to celebrate. Children have many good opportunities to develop a healthy interest in books and show they enjoy listening. Staff read to the children and ask open-ended questions, such as, 'tell me what you can see'. Children respond through explaining the characters in the book. This helps to develop their communication and language skills. Most children speak confidently to their peers and adults. Children have opportunities to write and older children are able to recognise their own names and those of their peers. Staff provide a good range of activities to promote children's mark making abilities, such as sand for them to explore using their fingers. This encourages children to developing their early writing skills in various ways. Children enjoy many encouraging opportunities to count. They can recognise numbers and can count up to ten and above. Staff use an abacus to encourage older and younger children to count. The good mathematical learning provides children with opportunities of the understanding of numbers, shapes, space and measuring.

Children who speak English as an additional language confidently use both English and their home languages in their play. They show great interest in each other's languages and staff support them well overall. However there are few resources, such as dual-language books for staff to read with children. This reduces children's awareness of different scripts and ability to match these to the languages spoken by families in the setting. Children also learn French and know many singular words and sentences in the language. For example, they are able to name many animals and understand what is being said when they are spoken to in French. This successfully contributes to them learning a second language.

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

Staff develop good relationships with children and know their individual needs, which enables all children to feel secure. They group children well and the good key person system ensures high quality support and care throughout the day. The good introductory period invites parents to stay for the settling period. The child's key person uses this time to gather information from the parents about their child to understand their needs and early starting points. Staff use observation to follow many of the babies' individual routines for eating and sleeping. This ensures continuity and contributes to the child's physical well-being. Staff support children's good health throughout the nursery. They gather all relevant information from parents regarding diet and medical history. This clearly helps to meet children's individual dietary and medical needs. Children benefit from a good healthy diet through range of nutritious snacks, such as, fruit and vegetables. Freshly prepared and cook meals each day help children develop healthy eating habits from a young age. Children learn and develop good hygiene routines, such as hand washing prior to meals and after using the toilet.

The organisation of equipment provides children with good opportunities to be active and physical. Large play equipment in the outdoor area gives children the opportunity to practise and develop physical skills, such as, manoeuvring tricycles and bikes. Babies have a well-planned area that allows them to roll, crawl and, pull themselves up. This enables them to gain strength, coordination and their physical well-being. Staff supervise babies, toddlers and older children well. Good routines and gentle reminders help children learn safety in the setting and when outdoors. For example, staff explain to children why they must not put objects in their mouths and that they should not climb in case they fall. Children are well behaved. They learn important social skills, such as, sharing and listening to each other. As a result children treat each other nicely and play well together.

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

The provider keeps a good range of policies and procedures, which staff use effectively to promote children's welfare and learning. Children benefit from qualified and experienced staff who are very caring. The manager undertakes ongoing staff supervision, which enables her to address any staff training needs. The staff are committed to attending further training and development courses. This supports them to monitor and improve the quality of care and education they offer for all children. The provider has a good system in place for self-evaluating practices. Parents' views are included in the evaluation process, although not always consistently. However, they complete questionnaires and share information about their children's learning and development, which helps to promote effective outcomes for children overall. The management team and staff work well together and promote a good educational programme that supports, guides and monitors children's learning. In addition, this ensures that gaps are narrowing for groups of children or individual children identified as being in need of support.

The nursery currently has no children with special educational needs. However, staff are clear about how they would work in partnership with other professionals to support children where necessary. The good partnership established with parents contributes considerably to children's well-being and education. Staff regularly share information about children's progress and development. In addition, they involve parents in their child's learning by giving suggestions regarding activities that extend learning at home. Parents interviewed, most are very happy with the quality of care and learning. However, some feel that they have received minimal information about the revised Early Years Foundation Stage guidance.

The effective safeguarding procedures promote and safeguard children's welfare. All staff demonstrate a sound knowledge of child protection issues and know how to proceed if they have concerns about a child in their care. In addition, all staff receive clear information regarding the procedures to safeguard children. The provider completes regular risk assessments indoors and outdoors to minimise accidents and help ensure the safety of the children. Management regularly reviews safety so that children can play, learn and explore without danger. No person can enter the premises without ringing the

door bell and recently a self shutting door devise was fitted to ensure children cannot leave the premises unsupervised. Regular visual checks of toys and resources help to ensure that there are no broken parts that may harm a child. As a result, children's safety is well promoted.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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 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	123119
Local authority	Wandsworth
Inspection number	887334
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	60
Name of provider	Elizabeth Mary Adkins
Date of previous inspection	07/10/2011
Telephone number	020 8767 7017

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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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