

Toots Day Nursery

214 Totterdown Street, Tooting, London SW17 8TD



Inspection date	9 January 2019
Previous inspection date	15 March 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The managers have worked hard to successfully address the actions and recommendations raised at the previous inspection. They have made significant improvements to the supervision of staff and the monitoring of their practice which has helped to raise the quality of teaching and learning to a consistently good standard.
- Staff make effective use of the opportunities for professional development and several staff have committed to further improving their childcare qualifications. Recent training has strengthened staff observations and assessments of children's development, enabling them to plan effectively for the next steps in children's learning.
- Staff support children's personal and social development well. They provide consistent guidance about rules and boundaries and help children to understand how their actions may affect the feelings of others. Children's behaviour is good, they play together harmoniously and are polite and kind to others.
- Children are confident learners and make good progress from their different starting points. They show curiosity and explore using their senses. For example, toddlers show delight as they discover the smell and texture of shaving foam. They explore their own ideas, such as what will happen as they rub it onto different surfaces.
- On occasion, activities for older children are not sufficiently challenging to extend their learning and promote their thinking skills as effectively as possible.
- Staff in the toddler's room have not explored all ways to share information about children's activities with their parents, to promote continuity in their learning between home and the setting.

What the setting needs to do to improve further

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

- ensure that activities for children in the pre-school room consistently provide appropriate levels of challenge, to promote their thinking skills and extend their learning as effectively as possible
- extend the opportunities to share information about children's activities with their parents, to support consistency in their learning between home and the setting.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the managers. She also explored the views of staff and children at intervals during the inspection.
- The inspector took account of parents' views from discussions and written feedback.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with one of the managers.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of leadership and management is good

Managers have strengthened the systems for self-evaluation to effectively identify areas for further improvement. Changes to the provision are well planned and have a positive impact on children's learning. For example, enhancements to the garden areas have broadened the range of learning opportunities for children who prefer to play outdoors. Managers have further developed the systems for supporting staff practice, to ensure that the quality of teaching is good and consistently improving. They provide appropriate staff training. This includes recent workshops with a speech and language therapist which have significantly improved how staff support children's communication and language skills. Safeguarding is effective. Staff know the signs that may indicate a child is at risk from significant harm and how to report any concerns about children's welfare.

Quality of teaching, learning and assessment is good

The learning environment is bright and welcoming, routines run smoothly to support children's learning and enjoyment well. Staff regularly assess children's progress to find out what they need to learn next. Any gaps in children's learning are quickly identified and closely monitored to ensure that they are rapidly closing. Staff work closely with parents and other professionals to support children who have special educational needs and/or disabilities, helping them to achieve as much as they can. Staff promote children's language skills well, helping them to become confident and fluent talkers. For example, staff in the baby room use books and songs to introduce the children to new words. Children develop a secure understanding of the world around them. For instance, they learn from a good range of real life experiences, such as growing vegetables and observing ducklings as they hatch, grow and develop.

Personal development, behaviour and welfare are good

Children are happy and confident as they explore the indoor and outdoor areas and select independently from the good range of activities and resources. They demonstrate warm, caring bonds with staff and enjoy the frequent praise they receive which helps to boost their self-esteem. At mealtimes, staff talk encouragingly to children about the healthy foods they are enjoying, helping to promote positive attitudes to healthy lifestyles. They support children to be independent and to manage their personal care needs. For instance, older children learn to serve their own food at mealtimes and to eat using knives and forks. The effective key-person system ensures that children's emotional needs are well met when they join the nursery and move between rooms.

Outcomes for children are good

Children develop a good range of skills to support the next stages in their learning, including being ready to start school. Children who speak English as an additional language make steady progress alongside their peers. They become fluent in English and also enjoy opportunities to hear and use their home languages in the setting. Older children practise their drawing and early writing skills. They learn to recognise rhymes and rhythms in speech and begin to link letters and sounds.

Setting details

Unique reference number	123119
Local authority	Wandsworth
Inspection number	10089361
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	44
Number of children on roll	59
Name of registered person	Adkins, Elizabeth Mary
Registered person unique reference number	RP514047
Date of previous inspection	15 March 2018
Telephone number	020 8767 7017

Toots Day Nursery registered in 1990. The nursery is open Monday to Friday from 8am to 6pm, except for bank holidays and one week over the Christmas holidays. It employs 20 staff members to work with the children. Of these, 12 hold relevant early years qualifications from level 2 to level 5. The nursery receives funding to provide free early education for children aged two, three and four years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

