

Turbo Teds Day Nursery

Inspection report for early years provision

Unique Reference Number	134030
Inspection date	09 October 2007
Inspector	Gillian Little
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Registered person	Buffer Bear Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Turbo Ted's nursery opened in 1993 and is part of the Buffer Bears nursery network. It operates from a single storey building beside Oxford railway station. The nursery serves the local area, and families of people who work in the city.

A maximum of 62 children may attend the nursery at any one time. There are currently 55 children aged from six months to under five years on roll. Of these, seven children receive funding for nursery education. The group is open from 07.30 until 18.30, five days a week all year. All children share access to secure enclosed outdoor play areas. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 13 staff of whom 10, including the manager, hold appropriate early years qualifications. Three staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children receive an appropriate diet and have regular meals and snack times. They enjoy meals such as turkey risotto, tuna pasta bake or sausage rolls and baked beans. Mealtimes are relaxed and sociable occasions when staff sit with children demonstrating good table manners and chatting to children about their interests. Water is freely available for older children, and babies enjoy cuddles with staff as they have their bottles. Staff work well together to ensure that food is appropriate, such as exchanging information about whether babies have their food pureed or mashed. Staff are fully aware of any special diets which children follow.

Good procedures are in place to ensure that children receive appropriate care in the event of an accident or illness. For example, several staff hold first aid certificates and new staff learn how to complete accident records correctly.

Children enjoy and benefit from physical activity as they have daily opportunities to explore the outdoor play areas. They enjoy riding in toy cars, rolling hoops and throwing balls, or exploring resources attached to the fence, such as a variety of door handles. Older children use space well, avoiding collisions and developing their confidence in using a suitable variety of equipment. However, staff unnecessarily limit the time available for outdoor play and some resources are worn or dirty.

Children effectively learn about hygiene procedures, such as washing their hands before eating, as staff supervise and support them well. Hygienic nappy changing procedures are in place as staff wear disposable gloves and aprons, and clean changing mats after each use.

Children are able to play in a generally hygienic environment as most rooms are clean. However, staff sometimes do not appropriately protect children's clothing or the flooring and equipment from messy play activities, or clean these sufficiently afterwards.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to play comfortably in an inviting environment which has good facilities and space for their needs. For example, rooms are spacious and colourful with easy access to a good range of resources. Children are able to play with suitable and safe equipment which staff regularly check for damage.

Children's risk of injury is minimised as staff assess risks well and take effective precautions to prevent accidents. For example, risk assessments are in place, easily accessible and updated in response to new situations. Children are able to explore their surroundings safely as staff supervise them carefully at all times, both indoors and outdoors. All areas of the premises are safe with appropriate security in place.

Good fire prevention and evacuation procedures help to keep children safe in the event of an emergency. For example, fire exits are clearly labelled and staff practise evacuation procedures with children on a regular basis.

Children stay safe when away from the premises as staff follow effective procedures, such as increasing ratios, carrying mobile phones and emergency details. Children effectively learn

about road safety as staff organise special days when children can practise procedures safely in the outdoor area.

Children's risk of harm from others is minimised as staff have a good understanding of their roles in child protection and rigorous procedures are in place to ensure all adults working with children are suitable to do so.

Helping children achieve well and enjoy what they do

The provision is good.

Children show a very keen interest in what they do and are able to develop a broad range of skills, as there are a stimulating range of activities available. For example, babies are very interested in their environment and enjoy exploring toys set out on the floor, or practising physical skills by pulling themselves up on furniture or equipment. Older children become engrossed playing in a tray of compost, exploring musical instruments or joining in with songs. Staff set out an inviting range of activities for children to explore, such as puppets, a doctor's play set and sticky blue 'gloop'. Children are very engaged in their play and receive good support from staff. Staff throughout the nursery are kind and caring, spending most of their time playing with the children and talking to them about their interests. Children are happy and settled as they develop close relationships with staff and are able to play in a calm and friendly environment.

Staff working with younger children are making good use of the Birth to three matters framework to plan stimulating activities and make useful assessments about children's progress.

Nursery Education

The quality of teaching and learning is good. Children show a positive attitude to learning, becoming engrossed in activities such as pouring water into trays, making patterns with beads on a pegboard and exploring toy insects. Some children can concentrate for extended periods of time, becoming completely absorbed in their play. Children play well together showing good levels of behaviour and responding well to reminders from staff about how to play co-operatively. They show good levels of confidence and independence in using equipment and in approaching adults for support.

Children enjoy an interesting range of activities in different areas of learning. For example, they confidently count coloured bricks with staff, name numbers on a jigsaw and respond well to challenges such as counting on 'one more'. They enjoy listening to stories which staff read with enthusiasm and expression. They are keen to express their own ideas in response to questions and they engage freely in discussions. They use the computer with confidence, following a story with good levels of concentration, and giggle as they influence animations on the screen by moving the mouse. They listen attentively during music sessions and enjoy exploring the effect of mixing different colours of paint. However, the outdoor area is not well used which limits further learning opportunities.

Staff communicate well with each other to exchange information and discuss ideas for further activities. They effectively plan activities in direct response to children's interests and levels of development, and illustrate in written plans how these link to the stepping stones within the Foundation Stage. On-going observations of children's achievements show that they are making good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children develop positive attitudes towards diversity as they have access to a suitable range of resources reflecting people from different backgrounds. For example, dolls, books and a good range of posters show positive images of different cultures and backgrounds. Staff ensure that all children are included in activities and have equal opportunities. Staff know children well, such as sleeping and feeding routines, comforters and home backgrounds, and are therefore able to meet children's individual needs effectively.

Children who speak English as an additional language receive extra support. For example, staff work closely with parents to develop a list of key words in the child's home language so that they are able to communicate effectively and meet children's individual needs.

Children learn effectively about responsible behaviour as staff promote good relationships between children and encourage their independence, such as serving food on to plates. Children learn to share, to take turns and make decisions. Staff use effective methods to manage any difficult behaviour, such as gently reminding children of the nursery rules and using a positive and calm approach. For children receiving funding for nursery education, spiritual, moral, social and cultural development is therefore fostered.

There are currently no children on roll with learning difficulties and/or disabilities but a comprehensive policy is in place, together with regular assessments of all children, to identify problems and provide support as necessary.

Children benefit from good continuity between the home and the setting as staff develop positive partnerships with parents and carers. Staff greet parents warmly and ensure they have time to talk about their children as appropriate. Good information is available to parents on notice boards and in the nursery's policies. Parents receive good feedback about their children's progress through discussions, daily diaries or more formal written reports. Staff encourage parents of older children to join them on outings or support particular topics, which encourages them to become involved in their child's education. For children receiving funding for nursery education the partnership with parents and carers is good.

Organisation

The organisation is good.

Children are able to make good progress as staff have a strong sense of purpose, keeping children safe, promoting good relationships and providing activities which capture children's interest. Staff use time and resources well to provide an interesting and relaxed environment, although there are some weakness relating to hygiene and the use of the outdoor area. The new manager is fully aware of the strengths and weaknesses of the nursery and is keen to continue developing various initiatives to further improve the quality of the provision.

Staff have effective skills and appropriate qualifications to provide good support for children in their care. Carefully structured supervision meetings between the manager and staff ensure that professional development is reviewed effectively. Rigorous recruitment and vetting procedures are in place which, together with effective induction procedures, ensure that staff are suitably equipped to work with children. Staff work well together to maintain the adult to child ratio at all times ensuring that children receive good levels of care and supervision. Comprehensive policies and procedures are in place and work well in practice.

The leadership and management of the nursery education is good. Staff work co-operatively to ensure that sessions run smoothly and information about children and activities is exchanged effectively. Staff are keen to make further improvements and have a strong focus on children's individual development.

The nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was asked to update children's records to include parental permission for emergency medical treatment, details of religion and religious or cultural observances. This has now been completed, helping staff to meet children's individual needs effectively.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that equipment, flooring and children's clothing are appropriately protected from or cleaned after messy play activities.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop resources and learning opportunities in the outdoor play areas (also applies to care).

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk