



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 134030

DfES Number: 105147

INSPECTION DETAILS

Inspection Date 21/07/2004
Inspector Name Ann Taylor

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Turbo Teds Day Nursery
Setting Address Roger Dudman Way
Oxford
Oxfordshire
OX1 1HW

REGISTERED PROVIDER DETAILS

Name Buffer Bear Ltd 2893177

ORGANISATION DETAILS

Name Buffer Bear Ltd
Address The Hospitium
Valpy Street
Reading
Berkshire
RG1 1AR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Turbo Ted's nursery opened in 1993. 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.

There are currently 69 children on roll, from 3 months to 5 years. This includes 9 nursery education funded 3 year olds, and 9 funded 4 year olds. Children attend for a variety of sessions. Two children have special needs, and the nursery supports 3 children with English as an additional language.

The group opens 5 days a week all the year round. Sessions are from 07.30 – 18.30.

There are 22 staff working with the children including bank staff who cover for staff absences. Twelve of the staff have early years qualifications and 3 members of staff are currently on training programmes.

The nursery is part of the Buffer Bears nursery network. The setting receives support from the local authority.

How good is the Day Care?

Turbo Ted's provides good quality care for children. There are effective procedures in place for employing and checking staff. There are sufficient numbers of qualified staff and they have regular opportunities for on-going training. The nursery is well maintained and provides a welcoming, safe and secure environment. There is a good range of safe and clean toys and resources. There are detailed policies in place, which are carried out effectively. All the required paperwork is in place, to ensure the safe and efficient management of the provision. However, it lacks all the necessary detail to ensure all aspects of children's care is provided for.

The nursery staff ensure that children are safe at all times. The premises are clean and hygienic. Staff help the children learn about health and hygiene. The nursery

takes appropriate steps when children are ill. The nursery provides children with regular meals, snacks, and drinks, which are healthy and nutritious. There are effective procedures in place to deal with child protection concerns.

The nursery offers a wide range of stimulating activities with a good balance of free choice and structure. Staff know children well and are able to meet their individual needs. Staff spend their time playing with and talking to the children, which helps develop good relationships. The nursery promotes equal opportunities for staff and children. The staff help children to learn about people in the world around them through suitable topics, displays, and resources. The nursery promotes the welfare and development of children with special needs and staff have suitable training. Staff use suitable methods to deal with difficult behaviour. They recognise and praise positive behaviour.

The nursery develops good partnerships with parents who are happy with the care it provides.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Staff development includes on-going training and appraisal.
- Staff are very enthusiastic about putting into effect the criteria for 'Birth to 3 matters' within the nursery.
- The outdoor play space is imaginative, safe, secure, and well maintained.
- Resources are appropriate for the ages and individual development needs of the children, for example babies have wooden, plastic, and sensory toys.
- Children enjoy a varied and nutritious diet on a six-week cycle.
- The staff display a positive attitude towards caring for children with special needs.
- All adults and children are treated with respect. Adults speak quietly and calmly at all times.

What needs to be improved?

- the children's records to contain parental permission for emergency medical treatment; plus religion, and religious or cultural observances.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
14	Update children's records to include parental permission for emergency medical treatment; and religion, and religious or cultural observances.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Turbo Ted's Day Nursery provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff are aware of the early learning goals and use these to plan activities and use their resources appropriately. They plan a variety of practical activities and understand what the children learn from them. Staff engage the children in some stimulating well planned and spontaneous activities, for example the café. Staff consolidate the children's learning through questioning and revisiting topics to enhance their learning, for example from the topic 'People who help us', knowing their address and how to contact the emergency services. The time taken in task changeover is not well managed and at times the children's behaviour deteriorates.

Leadership and management are very good. The management encourage staff to attend training relevant to the provision, and identify areas for development from evidence in the appraisal system. There are in-house systems in place to continually monitor the quality of nursery education, and the setting strives towards continuous improvement. A well structured management system and a shared understanding and commitment to early years is visible.

Partnership with parents and carers is very good. The partnership is strong and this contributes positively to children settling in well. Parents find staff and management friendly and approachable. They have regular opportunities to learn about how their children are progressing. They receive detailed information about the provision through brochures, newsletters and displays. They are invited to contribute to their children's care and education by being on the parent committee, which meets regularly with management.

What is being done well?

- Staff laminate and display photos of children's activities. The children enjoy looking at them often to re-visit favourite times, and discuss them with the staff and each other.
- Children are developing vocabulary well through stories and non-fiction, for example a book about hospitals, and routinely seek out books for independent use and enjoyment.
- Children's understanding of matching and comparing numbers is reinforced as they lay the table for snacks and meals, and play maths games, for example dominoes.
- Children are learning about other cultures by celebrating a range of different festivals.

- The outdoor area is used imaginatively and children take full advantage of the opportunities offered to them on a daily basis.
- Staff engage the children in some stimulating well planned and spontaneous activities, for example the café, and the robot.
- There are in-house systems in place to continually monitor the quality of nursery education, and the setting strives towards continuous improvement.

What needs to be improved?

- the changeover time of activities, improve the management of changeover time to prevent the children's behaviour from deteriorating
- the labelling of all displays, encourage the children to add to the labelling to further enhance their ownership of the work.

What has improved since the last inspection?

Very good progress has been made since the last inspection. There were four key issues from the last inspection that have been addressed.

They have ensured that the system of planning and assessment are manageable by putting a new planning system in place, and having weekly planning meetings.

They have ensured that planning for physical development is given full regard by staff attending relevant courses, and giving more focus to physical development in the new planning system.

They have ensured that staff further develop home nursery links by sending out a letter to parents asking for ideas; and discussing options at the parents' representative committee.

They have ensured that all equipment stored outside the 3-5s room, and at head office is used to the full, by reviewing the planning to ensure that items are included in the planning, and by the dispersal of boxes of resources from head office to the local nurseries.

The improvements made enable children to access a well-planned, broad and balanced nursery education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Good spiritual, moral, social and cultural development is promoted by teaching children to respect each other's beliefs, and celebrate each other's birthdays. Children mix well with their peers and are comfortable with adults. Staff laminate and display photos of children's activities. The children enjoy looking at them often to re-visit favourite times, and discuss them with the staff and each other. Children show good initiative when selecting their own activities in free choice times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently in both small and large groups and can make themselves understood. They are developing vocabulary well through stories and non-fiction books, and routinely seek out books for independent use and enjoyment. All children are beginning to write for a variety of purposes, and the more able children form recognisable letters. The provision for role play is good and is changed regularly to relate to current themes, for example 'people who help us' led to a hospital.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and counting, and many count to 10 and beyond. Children's understanding of matching and comparing numbers is reinforced as they lay the table for snacks and meals, and play games, for example dominoes. Children recognise and create simple patterns and use mathematical ideas to solve problems, for example tangrams. Plans and photo evidence show the children cooking, involved in water play, learning appropriate language for measurement, weight, and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world by exploring and investigating, for example observing change and growth by planting seeds, and making a wormery. There are good opportunities for children to find out about their community, with local outings to parks, museums, shops and libraries. Children are confident in their use of the computer and other technology, for example using a digital camera. Children are learning about other cultures by celebrating a range of different festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The outdoor area is used imaginatively and children take full advantage of the opportunities offered to them on a daily basis. They have good co-ordination skills and understanding of space; they move with confidence and ease around the nursery building and whilst enjoying outdoor play. Children are learning about good hygiene practices and healthy eating. Staff intervention is good at all times to ensure children handle tools, for example scissors, pens, cutlery, and malleable materials safely.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children confidently explore texture and shape in 2 and 3D. They express themselves freely through role play, for example a hospital, and are given opportunities to use their imagination in everyday activities. Plans and photo evidence show children participate enthusiastically in music sessions. Wall displays of children's work gives them the confidence that their ideas are valued, however, they are not routinely encouraged to add to the labelling to further enhance their ownership of the work.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to the following:
- the changeover time of activities, improve the management of changeover time to prevent the children's behaviour from deteriorating
- the labelling of all displays, encourage the children to add to the labelling to further enhance their ownership of the work.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.