

Toad Hall Day Nursery

234 Buckingham Road, Bicester, OX26 4EL

Inspection date

Previous inspection date

27/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- The leadership and management of the nursery are inspirational. Self-evaluation is a strength of the nursery. The managers use evaluations and highly effective planning to drive improvements and maintain high standards for all children who attend.
- Teaching is excellent. All staff focus thoroughly on the children, they have detailed knowledge of their achievements and areas for development, and use this to stretch them and provide exciting and enriching activities.
- The nursery staff expertly help the development of children's communication and language development, because they model good language and use skilful questioning to promote higher level thinking skills.
- The nursery team is highly committed to building a culture of safety for the children in their care. Staff implement rigorous procedures to safeguard all children.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three rooms within the nursery and outdoors.
- The inspector carried out a joint observation and discussion with the manager.
- The inspector met with a number of parents and carers to seek their views.
- The inspector examined some children's developmental records, planning documentation and a selection of policies and procedures.
- The inspector held meetings with the managers of the setting and spoke with staff at appropriate times throughout the inspection.

Inspector

Sally Hughes

Full report

Information about the setting

Toad Hall Day Nursery is run by Toad Hall Day Nursery (Bicester) Ltd. It re-registered in 2014 under a new company name. It operates from a converted house in Bicester, Oxfordshire. There are three main bases for children of different ages. All children share access to a secure, enclosed outdoor play area. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 114 children on roll, all of whom are in the early years age range. The nursery supports children learning English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four. The nursery is open each weekday from 7.30am until 6.30pm, for 51 weeks of the year, and closes between Christmas and New Year. The nursery employs 19 staff, all of whom hold relevant qualifications, including staff who have attained Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance the outdoor provision for children to include more creative and exploratory learning opportunities.

Inspection judgements

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

The nursery provides outstanding support for children's learning and development across all areas of learning. The high quality provision, both indoors and outdoors provide motivational opportunities for children to play and explore. For example, very young children enjoy the sensory feel of the bubbles in the shallow paddling tray and are excited to make the wheel turn when they pour water into them. Older children enjoy creative learning through cooking. For example, staff encourage children to mix and stir the mango cookies mixture. Children are keen to explain how they made the cookie mixture and what ingredients they used. During these activities they develop their language skills and understanding of weights and measures. Children of all ages have excellent opportunity for physical play, using wheeled toys, hoops, balls, and climbing and balancing equipment in the garden. Babies benefit from exceptionally high quality resources as they watch and explore the lava lamps, a spinning disco ball, the light tunnel and the interactive infinity tunnel which they can operate by pressing buttons, in the sensory room. The highly dedicated staff team know and understand the children's individual needs extremely well. Observation and assessment systems are exemplary. Highly effective activity planning stems from children's interests and supports their future learning well. In the Big Room the older children recognise letter sounds, can write the numeral 18 clearly, and with confidence. This shows their excellent numeracy and literacy skills. They listen well at

story time and show a keen interest in books. Staff provide planned adult-led and exciting activities, including well-presented stories, music sessions, active outdoor play in all kinds of weather, and stimulating and varied group sessions designed to promote communication and language. These activities engage all the children successfully, who show great enthusiasm and confidence for their play and learning in the nursery. These positive attitudes towards learning prepare the children extremely well for school. Good manners are encouraged at meal times through their snack and lunch songs which all staff and children sing before the children eat and drink. Children understand the importance of consideration for others. For example, one child waited patiently for her lunch while another child was serving himself, and said 'Thank you' when he passed her the dish. Overall, children are developing some very positive social skills which help to support their future learning. During group times all staff participate enthusiastically and support the adult leading, acting as positive role models to the children, and enriching the activities offered. This adult involvement encourages the children to participate and the presence of all of the staff at these times. This means that staff notice quickly any individual children requiring extra attention or needing to leave the activity and their needs are met without disturbing the flow of the session. Planned group sessions, music, letters and sounds sessions, and story times are regular features of the programme. These are all helping children to develop significant skills in listening and concentration that will be extremely valuable when they move on to school. Staff use a range of engaging and effective strategies when teaching. They use skilled questioning techniques to encourage high levels of thinking. For example, in a story session the member of staff asked 'I wonder what will happen if' to encourage children's critical thinking skills. All staff have high expectations and provide excellent opportunities for children to play, explore, investigate and problem solve. Babies enjoy exploring the activity toys to make them work and to hear the different sounds they make when they press a button or turn a cog. Staff engage exceptionally well with the children as they play, providing highly effective support for their communication and language development. They repeat key words with clarity and encourage babies to join in with repetitive phrases such as 'let's play' and 'splash, splash, splash'. Older children are eager to express their thoughts, ideas and predictions during a creative story session about a shark. Children are making excellent progress in their literacy and mathematical development. They can competently identify sounds and letters. They can count well to 20 as they count how many children there are in their room today. Their learning is extended when they are asked if there are more boys than girls. The children enjoy this challenge and think about what they have to do to find this answer. By the end of their time in the nursery, children are highly articulate, confident and independent. These skills prepare them extremely well for the next stage in their learning, at school. Overall, staff are very conscientious and thorough in the attention they give to the children. They are extremely skilled in engaging children in all activities and highly imaginative in their planning to promote children's progress quickly.

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

The nursery staff provide exceptionally good support for children's emotional well-being. Children of all ages settle quickly and are extremely happy within the nursery's welcoming and nurturing environment. The relationships between children and their key person are

outstanding. Staff have an excellent knowledge and understanding of the children within their care. The key-person system is highly effective as these members of staff are all able to explain about the children's learning and development in detail, when asked. Relationships throughout the nursery are extremely nurturing and supportive and children are clearly very comfortable with all of the staff, and often approach them for a special greeting and a hug. Children interact with staff confidently because the staff are nurturing to them and always show interest by smiling at them as they speak. This supports children's self-esteem extremely well.

Children's personal and social development is excellent. Staff nurture children's confidence and independence well. For example, in the outdoor area, staff initially help older children to climb up the steps of the climbing apparatus and along through the tunnel and then they say 'You can do it - have a go'. Children enjoy the challenge and because they trust the staff they negotiate the apparatus independently. All children thrive on the support, encouragement and positive praise from staff. Staff are excellent role models who work well together as a team to provide the same high standards of care and learning for the children.

The nursery environment includes an excellent range of resources, although, there is scope to enhance the range of creative and exploratory opportunities available in the outdoor area. The staff team arrange equipment and toys so they are easily accessible to the children. This arrangement helps the children lead their own play and become independent as learners, again in readiness for the move to school. The children confidently choose their own activities, or interact with any of the staff as they wish. At other times, they participate in interesting, varied adult-led sessions. Here, they learn to be a member of a group by sharing and waiting their turn, with sensitive staff support. The staff team skilfully ensures that children develop their ability to participate in a group by making the sessions relevant and interesting. Staff offer alternatives to any child for whom the session proves inappropriate so that all have a very positive experience. Staff make sure that children play in safe environments by executing daily checks to make sure there are no hazards to their safety.

The nursery places an extremely high focus on children's health and well-being. Meals are nutritious, well-balanced and greatly enjoyed by the children. The older children eat the lamb and summer vegetable pie with new potatoes and peas, with increasing skill, as they are encouraged to use a knife and fork. Parents receive daily comprehensive information about children's routines. For example, staff note children's food and drink intake, sleep patterns, nappy and toilet information as well as the activities they have enjoyed, on daily record sheets. Children are developing an excellent understanding of healthy foods as they discuss together the healthy benefits of the peaches and the apples they are eating at snack time. Staff encourage children to be aware of how not to spread infections when they encourage them to wash their hands if they have sneezed. Babies are encouraged to take care when moving around the furniture in the indoor environment. Children know why and how important it is for them to wash their hands before they eat lunch. Children have excellent opportunities to enjoy fresh air and exercise each day in the outdoor garden areas and on local walks.

Behaviour in the nursery is excellent. Staff are very observant and notice when children need to be distracted or given adult attention. In the middle room and the big room

children respond well to the strategy used by all staff to reward children as they move up the rocket and star boards. This has a huge impact on the children's self-esteem and leads to good behaviour. These approaches to behaviour management means that the nursery is a calm and positive place for the children, so they get the most from the rich experiences and activities staff provide.

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

The leadership and management of the nursery are outstanding. The manager acts as an inspirational role model for the staff, engaging enthusiastically with the children and quietly directing staff to ensure that activities meet the needs of all of the children present. She is well supported by a very capable deputy manager who shares the same drive and ambition for the children in the Nursery. The director of the nursery chain works extremely well with the two managers, strategically directing the nursery to achieve the highest of standards for all children who attend. The manager implements the safeguarding and welfare requirements of the Early Years Foundation Stage to an exceptionally high standard. She ensures that new staff are fully informed about their responsibilities for safeguarding the children, so that, for example, a new member of staff is able to explain the procedures for raising child protection concerns in meticulous detail. This thorough induction makes a strong contribution to ensuring children's safety because staff understand their individual roles and responsibilities. The manager and her deputy have designated officer training and all staff receive regular training and updates. Policies and procedures are effectively implemented, clear and comprehensive, and provide excellent guidance to staff. The managers have detailed knowledge of all the children in the nursery, gathered from their records, from the regular planning meetings and from their own day-to-day work with the children. The deputy manager talks passionately and knowledgeably about her previous work with children with special educational needs and/or disabilities, explaining how she obtains support for them, by working with other agencies, pursuing referrals and diagnosis for an individual. The managers engage in rigorous evaluation of the nursery, involving all staff, and they share a clear view of the next areas for development. There is a clear drive for continuous improvement as the managers inspire and motivate all staff to evaluate practice and provision. The manager offers established staff supportive feedback on their performance, as well as issuing instructions to them where necessary, and directs newer staff extremely well. This ensures that they are inducted thoroughly and effectively, including when taking on new responsibilities, such as key children, so they are fully informed about them. Such care means that all staff know what is expected of them, and children's needs are met exceptionally well. The manager ensures that a very high level of adult supervision is given. This results in children receiving high levels of attention and consistent teaching across the staff team. The manager checks that staff hold up to date and relevant qualifications and enables them to undertake appropriate professional development and training to maintain and enhance their teaching skills. A range of high quality policies promote children's welfare further. The manager regularly reviews all policies and procedures and ensures staff are kept up to date with policy information. Rigorous recruitment systems for vetting new staff ensure their suitability to work with children. Before new members of staff are appointed

they are interviewed and observed interacting with the children. CRB checks are in place for all members of staff. The manager and staff have a caring and supportive relationship with parents and families. The manager liaises with parents sensitively and supportively. Together they agree how to manage situations affecting the children, such as illness. Parents value the caring and welcoming atmosphere of the nursery together with the high quality care and attention their children receive. Parents are involved in the process of nursery evaluation through regular questionnaires and ideas boards on which they can add their comments. Overall, the provider runs a nursery that is a welcoming and stimulating place for families and children. Here, children thrive and make excellent progress, and staff ensure that they are very well prepared for their entry to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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. It will be monitored and inspected within twelve months of the date of this 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		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	EY473011
Local authority	Oxfordshire
Inspection number	951177
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	5 - 10
Total number of places	55
Number of children on roll	114
Name of provider	Toad Hall Day Nursery (Bicester) Limited
Date of previous inspection	not applicable
Telephone number	01869 248488

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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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