



Buffer Bear at Dewsbury Moor

Inspection report for early years provision

Unique Reference Number	EY330285
Inspection date	04 September 2006
Inspector	Janet Skippins
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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?

Buffer Bear at Dewsbury Moor is part of a national chain of childcare settings run by a private limited company. It opened in 2005 and moved to its current premises in 2006. This is a purpose built Sure Start Children's Centre which is situated between Heckmondwike and Dewsbury, West Yorkshire. The Sure Start Children's Centre runs various groups for parents and children. These include toddler groups, sensory sessions for children with special needs and IT training sessions for adults. Facilities,

such as a sensory room and garden are available for nursery use.

The nursery is at ground floor level. There are three playrooms and a fully enclosed outdoor area. A maximum of 49 children may attend the nursery at any one time. It is open each weekday from 07.30 to 18.00 all year round and serves the local community. There are currently 60 children from three months to under five years on roll. Of these, 25 receive funding for nursery education. The nursery currently supports children with special needs and those who have English as an additional language. The nursery employs 10 staff. Of these, eight hold appropriate early years qualifications and two are working towards a qualification. The setting is overseen by management for the company who are responsible for several nurseries in the chain situated in North East England.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because the nursery has good procedures in place and there is a high awareness of cleanliness within the work place. For example, during the inspection, staff were seen to clean the surfaces used by the children several times using anti-bacterial spray. There are effective sickness policies and procedures in place to help stop the spread of infection between children. Children learn about the importance of good personal hygiene from a very early age, through consistent daily routines. For example, after their nappy has been changed their key worker assists them to wash their hands. Older children wash their hands independently following messy play activities.

Staff work in partnership with parents to ensure that children's health and dietary needs are met. The children are well nourished and thrive, as they have a varied and highly nutritious diet which includes fresh fruit, vegetables, pasta, chicken, fish and meat. Children begin to understand healthy eating as they take an active part in preparation of their own meals, for example, they sometimes wash potatoes or fruit and help prepare their own dessert. They are able to have regular drinks of water throughout the day. Children develop their physical skills well as they take part in activities outside in the well designed outdoor play area. The area has a soft safety surface, a grassed and a paved area. There is also a canopy which is used to shelter children from the harmful effects of the sun and give them the opportunity to keep out of the rain during wet weather. Children learn to balance and climb using balancing bars and large equipment. Their pedalling skills are developed as staff show them how to use tricycles. They participate eagerly in well planned group activities, such as learning about road safety to prepare for a sponsored walk. They also enjoy regular exercise indoors during music and movement sessions. Young babies also have access to the outdoor area where they develop their walking skills. Inside, the environment is set up with soft play resources to encourage them to develop their curiosity and explore their surroundings. They rest and sleep in accordance with their own needs. A flexible routine is in place for older children, allowing them to be able to choose when to relax and rest in a quiet area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are developing a very good understanding of fire safety because systems are in place to prepare them very well for emergency evacuations. For example, they discuss and practise fire evacuations regularly and make visits to the Fire station. The staff are very well prepared for emergency evacuations because at each exit there is an evacuation bag with a checklist. The bag contains essential items, such as contact numbers for parents, a first aid kit, nappy changing equipment as well as drinks and snacks for babies and children.

Risk of accidental injury to children is minimised because the nursery has good policies and procedures, including very thorough risk assessments in place. Children and babies use high quality furniture, equipment and toys which are purchased from reputable sources. For example, for eating and messy play activities, babies use wooden secure chairs at a low, crescent shaped table. A staff member sits with them making eye contact with them all. There are very clear systems in place which show that equipment is checked regularly for safety and cleanliness. Toys and equipment can be safely and easily accessed, as they are set up in an organised manner at child-height. Children are encouraged to tidy up after themselves and not leave toys on the floor where they may trip on them.

The children are well protected because staff are trained in first aid and they have a very good understanding of child protection procedures, giving high priority to children's welfare. Management has a clear understanding of vetting procedures and employ staff who have relevant experience, knowledge and skills in caring for children.

Helping children achieve well and enjoy what they do

The provision is good.

Babies receive cuddles and are confident with their carers. They begin to play happily together with adults. They acquire new skills and knowledge through self-selecting activities and singing familiar nursery rhymes. Babies are encouraged to be creative and imaginative in line with the 'Birth to three matters framework'. They use their senses as they enjoy many tactile experiences, such as playing with jelly, sand and paint. For example, during the inspection the babies were encouraged to sit at a table then choose either pink or orange coloured paper. Staff encouraged them to put their fingers in paint and place their hands on the paper as they talked to them, asking them if it felt nice. The babies responded by smiling when they received positive praise and encouragement, making them feel proud of their achievements and fostering their self-esteem.

Nursery Education.

The quality of teaching and learning is good. Older children make generally good progress because staff have good knowledge and understanding of the curriculum guidance for the Foundation Stage. Detailed plans cover all areas of learning and

good challenges are set for the children. Observations and assessments of the children's activity are recorded showing the next steps for children's learning.

Children have a positive attitude to learning and display high levels of involvement in the activities. They confidently choose what they would like to do from a wide range of continuous provision. For example, areas of the playroom are divided to give opportunities for messy play activities, such as paint, collage, sand, water and dough. There is a home area for imaginative play, a construction area, computer area, a music and a book corner. Children demonstrate their independence by selecting resources for themselves. They are able to maintain attention and sit quietly both individually and in group situations.

Children communicate confidently, they enjoy talking to each other and the staff. All children can recognise their first names and some can write the initial letter of their first name. A small number of children can write their name correctly with well formed letters. Children enjoy listening to stories and respond well to open ended questions and requests to 'find' different objects in the pictures. Children have easy access to a specific book area and consequently have opportunities to look at books independently for pleasure or reference.

Most children confidently count up to five and beyond independently. They use and develop their knowledge and understanding of numbers, position, size and shape by participating in well planned activities. For example, during the inspection they were handling play dough and discussing the size and shape of the biscuits they made as they used the cutters. They learnt about subtraction as they sang the rhyme, 'five currant buns in a bakers shop', while they were playing. Children's physical development is encouraged through playing outdoors with a variety of appropriate equipment. They have ample space to run about freely, climb, balance and negotiate wheeled toys. They have good hand-eye coordination. This is demonstrated as they competently use cutters, glue spreaders, pencils, brushes and scissors.

Children develop a very good awareness of time and place, and have a strong sense of belonging. They are able to talk confidently about past and future events in their lives. They gain a good level of knowledge of their own environment and the world around them through going on local walks and talking about the weather. They develop their knowledge of the wider world through using dressing up clothes and utensils in the home corner which represent different cultures. Children's IT skills are developed well as they have free access to the computer. They learn about the concepts of building and joining materials together as they fit bricks together, take part in junk modelling activities and use hole punches. Children benefit from musical activities and respond enthusiastically to favourite songs and music, often accompanying themselves with instruments. They enjoy collage and painting and have continuous opportunities to explore and express their own individuality in art and design. Children enjoy role play activities in the home corner where they help each other to put aprons on then pretend to be cooks.

Helping children make a positive contribution

The provision is good.

The children are made to feel very welcome to the nursery where they are very happy and secure and make a positive contribution. For example, they are proud of their work which is displayed to enhance the nursery environment. Children's individual needs are well met, for example, during the inspection, staff were seen to respect the individual needs of a baby by rocking her to sleep on her feet. This was a particular request of her parent. Very good systems are in place which provide one to one workers to meet the needs of children with special needs and those with English as an additional language. Mainly good resources are in use to help children learn about the wider society. However, for babies under the age of two years there is a lack of books showing diversity, such as adults in different gender roles and those with disabilities. Behaviour is good and children respond well to positive praise and encouragement, sharing and taking turns. They are aware of the boundaries set within the nursery, help to tidy up and show concern for others. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Trusting relationships are established between parents and carers ensuring that children are settled and make good progress. Parents are welcomed at the nursery, as they enter they are able to see very well displayed information on the notice boards in the entrance hall. They receive a comprehensive information pack when their child starts nursery followed by regular newsletters. However, they are not provided with written information suggesting activities they can do with older children at home.

Organisation

The organisation is good.

Children's care is enhanced by efficient and effective organisation. Good use is made of space, babies under one year and babies aged from one to two years are accommodated in separate rooms. Older children have their own playroom. All the playrooms are mainly well equipped with easily accessible resources. The playrooms have large glass doors which open onto the outdoor play area so that children are able to move freely between indoors and outdoors. Arrangements are made for children to access a garden and a sensory room which are part of the Sure Start facilities. Here children are able to enjoy a wide range of tactile activities.

Knowledgeable, well qualified practitioners fully understand and follow the setting's comprehensive policies and procedures to protect children, promote their well-being and support all children to develop their potential. Staff constantly interact with children, giving effective support and encouragement which helps children to feel secure and confident in the well organised environment. Buffer Bears management support the manager of the nursery to provide good leadership and management. There is a strong commitment from both management and staff towards the continuous improvement of the quality of care and education. There are good links with the local community and schools. For example, the nursery organises open days inviting representatives from the school and community. Also the nursery children go on outings to meet local people, such as shopkeepers. Good systems are in place to monitor the process of teaching and learning, ensuring that children reach the early learning goals before leaving the nursery to move on to school. Overall the provision

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 children have access to a broad range of books which reflect diversity

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):

- provide written suggestions for parents to support children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk