



Buffer Bear at Heathrow

Inspection report for early years provision

Unique Reference Number	139108
Inspection date	21 November 2006
Inspector	Jennifer Devine
Setting Address	Buffer Bear Nursery School, Inglenook, Sipson Lane, Sipson, West Drayton, Middlesex, UB7 0JG
Telephone number	020 8759 5457
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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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Buffer Bears Day Nursery is one of fifty nurseries run by Buffer Bears. It opened in 1992 and operates from a large, two storey detached house, situated in West Drayton. The children are accommodated in five rooms. A maximum of 40 children aged from three months to under five years may attend at any one time.

The nursery is open Monday to Friday from 07:45 to 18:00 all the year round, apart from Christmas, Easter and all bank holidays. The children all have access to the secure enclosed outdoor play area.

There are currently 59 children from three months to under five years on roll. Of these, seven children receive funding for nursery education. Children attend for a variety of sessions. The setting supports children who have learning difficulties.

The nursery employs 11 staff. Eight of the staff, including the manager have relevant early years qualifications. The nursery employs a cook.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted as the premises are maintained to a high standard of cleanliness. Older children understand about the importance of good hand washing at appropriate times and staff ensure younger children's hands are clean before meal times or after messy play activities. Effective policies and procedures are in place to manage accidents and administer first aid and medication, thereby helping to ensure children are well looked after.

Children are offered a nutritious and well balanced diet. Meals are prepared by the cook on a daily basis using fresh ingredients. Children are learning about the importance of healthy eating and enjoy snacks of fresh fruit and raw vegetables. Children can help themselves to fresh drinking water as required and are developing good independence at mealtimes by serving their own lunches. Very young babies who are being weaned are offered the same foods which is puréed down. Older babies who have established a varied diet with different textures are offered the same foods as the older children. However, some of the foods such as roast lamb are not chopped up enough and compromises children's safety.

Children under three years have excellent opportunities to play outdoors as staff allow and encourage children to have free access to the garden throughout the day. They enjoy activities such as climbing, riding tricycles and running and jumping in puddles.

The older children do not have open access to the garden due to being situated on the first floor of the nursery but have daily times planned for physical exercise and fresh air. Children move with confidence and skill as they ride bikes. They have access to climbing and balancing equipment and enjoy group activities with the parachute which encourages cooperative play. An outside agency visits weekly to provide organised physical exercise and games. Children are developing good hand eye coordination and fine motor skills when they take part in activities such as using scissors and a variety of tools when playing with the play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well organised environment that is comfortably furnished and equipped, enabling children to make good use of space. The arrangement of resources and equipment means that children's independence is well promoted. Low level storage units at children's height enable all children to choose and access resources as they wish.

Children and parents are made to feel welcome by the staff who greet them in the mornings. Parents settle their child into the nursery and share any information. The setting is attractively decorated with children's artwork and displays which creates a warm, welcoming environment.

Children are kept safe because there are good security measures in place, such as the use of close circuit television to monitor the nursery entrance. Staff monitor and ensure all visitors sign in the visitors book on arrival. Risk assessments are carried out by staff daily to ensure all areas and resources used by children are safe. Children practise fire drills regularly and are well supported by staff to evacuate the building in a calm manner. This helps the children to gain an awareness of fire safety issues.

Children's welfare is safeguarded by the staff's knowledge of child protection matters. They understand the signs and symptoms of child abuse and are familiar with the reporting procedures to follow.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and enjoy their time at nursery where they acquire new knowledge and skills in a supporting and stimulating environment. Staff working with children under three use the Birth to Three matters framework well and plan exciting and varied activities to encourage children to explore and investigate. Young children thoroughly enjoy listening to their favourite stories being read to them and are learning to turn pages carefully, one at a time. They are also able to retell stories and recall important facts, such as when looking at and discussing a reference book on the fire brigade. Babies separate from their parents happily and have close relationships with staff who know them well. Babies are confident to explore their surroundings, choosing toys to experiment with and then returning to the staff for cuddles and reassurance. Children feel secure and grow in confidence because of the continual interest and warmth shown to them by staff.

Nursery Education

The quality of teaching and learning is satisfactory.

Staff working with children over three have received training on the Foundation Stage but have minimal experience of working with this age group. The curriculum is generally well balanced to ensure the six areas of learning are covered but the planning of the curriculum is not kept up-to-date and this results in time not being used effectively and staff not knowing in advance what they are going to provide for the children's learning. However, children's independence is greatly enhanced as they have good opportunities to make decisions about their play, freely choosing from a range of resources. Staff undertake written observations on the children which are transferred to their individual files and used to build up their profiles of development. Staff use their observations to guide their planning, building on children's interests.

Children have developed generally good relationships with each other and adults. They show kindness and consideration to each other and enjoy playing together, such as when building intricate towers of bricks where they help each other to stop it falling. Children are generally well behaved and staff gently remind any disruptive children about the rules of the group. Staff are deployed to work directly with children and supervise their play. They lack understanding of providing a challenging environment in play and do not adequately pose questions to make children think. For example, during a cooking session staff did not develop children's

mathematical knowledge. Children helped to weigh out the ingredients but no reference was made to counting how much or the amounts needed. Very little attention is given to mathematical concepts in everyday activities. Puzzles to help develop children's understanding of shape and patterns are untidily maintained with pieces missing or mixed up. Focussed group times are not adequately planned for and the groups are too large. During the cooking session children who were more vocal got to help and the quieter children did not get a turn.

Most children are confident speakers and are developing their vocabulary well. They enjoy sitting in the book corner looking at books with adults present. They particularly enjoy using a variety of paper and writing implements to practise their mark making or early writing skills.

Children have opportunities planned for them to develop their understanding of the natural world and environment, such as when studying mini beasts and when visiting local places of interest such as the garden centre. Most children are highly skilled in being able to use the computer, loading simple programmes for themselves and assisting their friends if they need help. Children have good opportunities to develop their creativity through a range of planned painting or messy play activities. Staff allow the children to experiment and use their imagination to create their individual artwork.

Helping children make a positive contribution

The provision is satisfactory.

Children have access to a meaningful range of resources and activities to promote a positive view of the wider world and increase their awareness of diversity. They take part in finding out about and celebrating various festivals through out the year. Overall children's individual needs, personalities, likes and dislikes are well known by staff which ensures children are happy and feel secure at nursery. However some staff are not fully aware of monitoring that all children are fully included in all activities.

The setting has a clear understanding of the needs of children with learning difficulties. The special educational needs coordinator works with outside agencies to ensure good support is provided within the setting.

Children's behaviour is generally good. Staff give the children consistent boundaries, they praise them and celebrate their achievements which helps build up self-esteem. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. Staff have established effective communication with parents both verbal and written. Staff exchange information with parents daily, they use home link books to record important information and have six monthly formal meetings to discuss the child's progress further. In addition, information is provided to parents about the Foundation Stage curriculum to ensure parents are aware and can participate in their child's learning at home. Parents' comments indicate that they are very happy with the service provided.

Organisation

The organisation is satisfactory.

The leadership and management is satisfactory. The management team has a commitment to training and the professional development of staff. The managers and staff work generally well together and hold regular staff supervision, room meetings and staff meetings to develop their practice. However, new staff working with the over three's are not given adequate support to ensure they plan in advance and meet all the children's needs effectively.

Comprehensive recruitment and induction procedures are in place, this ensures children are cared for by suitable staff who are appropriately vetted. Overall, detailed policies and procedures are implemented effectively to promote children's care and well-being. However, attendance records are not accurately maintained and this compromises children's safety in the event of an emergency occurring.

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

Improvements since the last inspection

Since the last inspection the nursery has made improvements of the care and education children receive. Staff promote babies safety by ensuring they are harnessed securely when sitting in high or low chairs. Children are now provided with a good range of reference books which helps build up their knowledge of the wider world. They have good opportunities provided where they can experiment with a range of materials and resources. Staff now evaluate most focussed activities to ensure they are aware of the children's learning. The manager ensures that Ofsted are kept informed of significant changes to the setting.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- conduct a risk assessment on providing babies with the correct consistency of food for their age and stage of development
- ensure all children are included in all activities within the nursery

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):

- improve staff's understanding of questioning techniques to make children think and extend their learning
- ensure planning for the Foundation Stage is current and kept up-to-date
- improve the curriculum for mathematical development to include opportunities for counting in everyday activities.

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