



Buffer Bear Nursery

Inspection report for early years provision

Unique Reference Number	138212
Inspection date	10 January 2007
Inspector	John Edwin Warren
Setting Address	Wimbledon Traincare Depot, Durnsford Road, Wimbledon, London, SW19 8EG
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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 Day Nursery opened in 1992. It operates from purpose built premises next to the grounds of a train care depot. There are five play rooms, children's toilets, kitchen, office, laundry room, staff room, and staff toilets. There is a fully enclosed garden available for outside play.

There are currently 71 children from three months to under five years on roll. This includes 18 funded three and four-year-olds. Children attend various sessions. The group supports children with learning difficulties and/or disabilities. Children with English as an additional language attend the nursery.

The group opens five days a week all year round and sessions are from 07:30 until 18:30. There are currently 15 staff employed within the nursery. There are 10 staff with a level 2 or 3

qualification. There are two staff working towards a level 3 qualification. The setting receives regular support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well cared for in a clean environment where good standards of hygiene are maintained. Children from an early age are learning about the importance of good hygiene. For example, before meals or after visiting the bathroom children wash their hands. Each room has a low level sink and soap dispenser so children do this independently. Staff are there to support the children if required. Older children have a very good understanding that by washing their hands it is helping them to remain healthy.

Children enjoy healthy and nutritious choices at mealtimes that meet their individual dietary requirements. There is good communication between staff and parents in the careful recording of children's individual needs. Parental permission is sought so that this information can be displayed in the children's room. Coloured place mats also indicate to staff if the children have a particular dietary requirement. Drinks are easily accessible for the children at all times and they independently help themselves. In general staff recognise children's signs of tiredness and respond accordingly, for example, by bringing mealtimes forward if a young child is hungry. However, there are some isolated cases when children who require a sleep have to wait until a set time.

The giving of medication is carefully recorded and countersigned by parents to ensure that the children always receive the correct dosage. Staff set alarms within their room to remind them of the time that they must give each dose of medication. There are sufficient staff employed with a first aid qualification that allows them to deal with any minor incidents that may occur.

Children benefit from daily outdoor activities. They are provided with sufficient challenges to develop their large motor skills. For example, the nursery has invested in a large climbing apparatus that will stretch the ability of more able children within the nursery. Children have access to a good range of wheeled toys and are involved in many ball games that develop their eye, hand and foot co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are provided with the opportunity to play in a spacious environment that is safe for them. Risk assessments are made by the senior staff team. Staff within the room ensure the children remain safe at all times by being very vigilant. For example, children play with lentils on a table within the room. They spill a great deal which become a slip hazard. A member of staff sweeps them up quickly informing the children why she has taken this action. Children are beginning to learn how to keep themselves safe by understanding the outcomes of their actions. For example, children climb on the sofa and start to make it topple. A member of staff carefully explains to the children that they could fall off of the sofa and hurt their heads.

Children also learn to keep themselves safe beyond the nursery. For example, they take part in outdoor thematic play on road safety. Children take on various roles, pedestrian, driver, lollypop person. They learn to cross the roads safely and be aware of the danger of roads. Any accidents that do occur within the nursery are carefully recorded. A risk assessment then follows to minimise the risk of a reoccurrence. Staff ensure that any unwelcome visitors do not gain access into the nursery. There is a camera entry phone that all visitors to the building must use. Identification is checked very carefully and a visitors book signed to ensure there is an accurate record of all of those on site.

There are very good fire safety evacuation procedures in place which are practised on a regular basis. Each room has an evacuation bag placed by the fire exit that contains everything they will need should they have to clear the building.

All of the equipment provided for the children is checked for safety on a regular basis and any new equipment purchased is checked carefully to ensure it is safe for the use of children. Furniture provided is suitable for the children and aids in developing their independence. For example, booster steps are placed by all sinks allowing the children to reach up and turn the taps on themselves.

Staff have a good understanding of child protection issues. This means staff can act in the children's best interests. Staff know to report any concerns to a senior member of staff. This promotes and safeguards children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Young children are provided with many opportunities to be together where they can sit and talk with their friends or an adult. Comfortable areas have displays of photographs of people familiar to them, therefore giving children the opportunity to learn the names of others within the nursery. Young children are well supported by staff who listen and respond appropriately to the children. Staff talk to young children about what they are doing and why. For example, when too much sand gets spilled the member of staff explains in detail to the children what she is doing. This allows the young children to link words with actions. Young children are learning to find a voice and are discovering that the words that they discover have meaning. For example, young children move around the room on wheeled toys they encounter a member of staff who says to them "beep, beep". Children repeat the words and the member of staff jumps out of the way. Children laugh at their discovery and use their newly acquired words with their friends. Young children take part in some excellent imaginative play activities that are developed on their own interests. They are provided with a wide variety of props and are encouraged to bring others to the game. For example, children pretend to spend a day at the beach with a picnic. They use real fruit for their picnic and talk about how good it is for them. Children pretend that the weather is hot so they go to the home corner and find bottles and make believe it is sun cream. Children co-operate very well and this allows them to develop some complex storylines as they play. Young children are beginning to make connections and are provided with the opportunities to develop these skills. For example, babies are provided with treasure baskets so they can have fun exploring a variety of interesting objects. Slightly older children are given the opportunity to categorise and sort objects. For example, children

are provided with wooden shapes of various colours and sizes. Children have fun deciding how they will group them. Children enjoy being creative and are provided with a wide variety and good quantity of media. Children produce artwork that is unique to them and not led by adult ideas. Young children are given opportunities to make marks in many areas of their play, for example, making marks in wet sand or putting labels on their work. Children are beginning to understand that different marks carry different meanings. For example, young children take part in an activity where they all write their own name on a large piece of paper. Children notice that they have all made different marks on the paper to their friends.

Staff make good use of effective questioning encouraging children to expand and explore each activity. Staff are very knowledgeable of where children are developmentally and make observations of their progress. Planning is good and led by children's interests, using the Birth to three framework. However, in some cases there are no clear links between the observations and planning for the children's next steps.

Nursery Education

The quality of teaching and learning is good, and there are many excellent features. For example, curriculum planning is interesting and exciting; the continuous provision approach inspires the children's interest and encourages their natural impulse to question, experiment and use their imagination. Observations are made regularly by staff and clearly indicate where children are developmentally. However, staff do not always clearly indicate how planning will assist children to progress in their next stage of development.

Staff have a good knowledge of the Foundation Stage and therefore are able to provide a wide range of play and learning opportunities for children that are of interest to them. Children are very confident and show a willingness to take on the challenge of new activities. They welcome their friends to join them in their play. For example, children play in groups around the sand tray. If there is a space they ask their friends to come and play. As they play they talk to each other about things they have been doing at the weekend. Children are questioning the world around them. For example, as children play with the sand it starts to bubble. They call a member of staff to join them and ask why this is happening.

Children are provided with many activities to develop their handwriting skills in many areas of their play. They write recognisable letters and can read familiar words. Children enjoy using their mathematical skills as they play and often do so to solve problems. For example, they share dough at the malleable play area by counting it out and comparing the size. They use language that also compares weight and height of objects. Some children take on some complex tasks with confidence. For example, they endeavour to balance two objects that are very different from each other. They are able use skills to estimate before they attempt the activity. Children benefit from a well organised creative play area. They are able to select their own materials and tools to create a piece of artwork that is their own unique representation of the world around them. Children are very adept at using the tools and are aware that they can make changes to the materials with them. Children confidently complete programmes on the computer independently. They are supported by staff when they play with the computer in case they require help. However, the need for assistance is very rare as children know how to change the disc, select a new programme and reboot the computer if necessary. Children play well as a

group during imaginative play and develop some very interesting games. They use dressing up clothes to take on the role of others and pretend to get married or become a doctor. Children also use imagination during their small world play working as a group and developing ideas. For example, a group of children play with the train set. They decide that the trains should fly. They select some bottles of coloured water and pretend to sprinkle it upon the trains using it as a magic potion. Children happily share ideas with their peers as the game progresses.

Helping children make a positive contribution

The provision is good.

Children are provided with equality of access to all resources regardless of gender. For example, boys and girls enjoy dressing up in the variety of outfits on offer to them. Children take part in a variety of festivals that inform them about cultures and celebrations that may be different from their own. Children benefit from being able to access a good range of resources that positively reflect ethnicity, culture, disability and gender. This means children learn to acknowledge and accept differences. Children's social, moral, spiritual and cultural development is fostered.

There are currently no children attending with learning difficulties and/or disabilities. However, staff ensure they remain fully up-to-date on their knowledge of this area by attending regular training sessions. Staff have a willingness to work in partnership with parents and other professionals to meet the individual needs of all children. This is reflected in the nursery's policy on inclusion for all.

Management of children's behaviour is very good. Staff offer the children a good amount of praise and encouragement for their efforts and achievements. Any unacceptable behaviour is dealt with fairly and according to the children's age and stage of development. For example, children play doctors and are given dolls to take care of. Children who only receive one doll become frustrated and refuse to join in the play. Staff sit children down and speaking to them in a kind manner find out what has upset them. They then show the children that the dolls have been shared out fairly. The children understand and return to the play happily. Good implementation of the behaviour management policy ensures consistency across all the rooms with the nursery.

Partnership with parents and carers is good. Staff provide clear information regarding the nursery, the Birth to three matters framework and Foundation Stage curriculum. This enables parents to be fully informed of all nursery activities. Staff ensure that parents are fully aware of all nursery policies and procedures through the files on display and the notice boards. There are communication books so that parents can leave messages for staff or make suggestions at anytime. Staff greet parents very well at both ends of the day and give verbal feedback. Parents are made aware that they can view the children's files at anytime. This good two way communication process ensures that parents can be involved in their children's learning.

Organisation

The organisation is good.

Children's care is enhanced by efficient and effective organisation. Organisation of all play and learning resources is excellent. Children are confidently self selecting activities of interest to them. All staff show a clear understanding of their roles and responsibilities. Children have plenty of opportunities for free play with staff interacting with them, offering support and care throughout the session.

All of the required documentation is in place and very robust and carefully implemented when the need arises. Procedures are in place to deal effectively with problems that may arise. For example, if a child is uncollected from the nursery staff know the best course of action to follow that will lead to a satisfactory outcome.

Staff organise their day very well so that they spend as much time as possible working face to face with the children. However, there are times where the following of the routine rigidly interrupts the children's play. For example, snacks for the children are at a set time and children are pre-warned to start to finish their activity. However, there are isolated cases where children have not had a chance to complete their activity before snack is served.

Leadership and management is good. The nursery is led by a strong manager who is aware of the nursery's strengths and weaknesses and takes positive action in order to enhance the standard of care being offered. There is an effective recruitment procedure in place to ensure all staff caring for children are suitable to do so. The manager embraces support and training from outside agencies. She is very good at ensuring that any positive knowledge gained is well implemented into the nursery. There is an appraisal system and the management supports staff who wish to make the most of all training opportunities.

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

Improvements since the last inspection

At the last inspection the nursery was given two recommendations that related to documentation and equal opportunities. They were asked to ensure that children's full names were clearly recorded on the register. This has now been completed and the registers show an accurate record of the children on site. The nursery was asked to ensure there was an adequate amount of resources to promote equalities. The nursery has built on the amount of resources and provides children with a wide range of activities that shows them positive images of culture, gender, disability and ethnicity.

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

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 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):

- develop a flexible approach to sleep times in order to meet the individual needs of all children
- develop a flexible routine, with particular attention to snack times, that allows children to pursue their interests without interruption

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):

- ensure that children's next steps of learning are clearly indicated in the planning (also in 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