



## **Buffer Bear at Carter Community**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY268646
<b>Inspection date</b>	15 June 2005
<b>Inspector</b>	Carol Johnstone
<b>Setting Address</b>	Blandford Close, Poole, Dorset, BH15 4BQ
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<b>Registered person</b>	Buffer Bear Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Bear at Carter Community Neighbourhood Nursery is one of several nurseries run by Buffer Bears Limited. It opened in January 2004 and operates from three playrooms within the school buildings at Carter Community School, near to Poole town centre. A maximum of 59 children may attend the nursery at any one time

The nursery is open throughout the year. Opening hours are from 08:00- 1800 five days a week. There are currently 30 children on roll. Of these, 5 children receive

funding for nursery education. Children come from a wide catchment area.

Six staff work directly with the children. Five staff hold early years qualifications. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from the advisory teacher from the Poole Sure Start Unit.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is very effectively promoted in a variety of ways in the setting. Children who are unwell are immediately excluded in order to protect others and there are clear sickness policies and procedures in place to reinforce this. Children have access to appropriate first aid when necessary as all staff hold current first aid certificates. Children's risk from cross infection is minimised through the excellent hygiene procedures in place. These include the use of disposable gloves and aprons when changing nappies and the use of gloves when preparing babies' milk in the separate milk kitchen. Risk of cross infection is also minimised for babies as they have a separate entrance door to the other children.

The on site chef has a very good understanding of healthy eating. She also ensures she is familiar with the individual dietary needs of the children. Consequently, children benefit from nutritionally balanced meals and snacks that use fresh meat, vegetables and fruit and meet dietary requirements. Regular drinks are given throughout the day to ensure that good fluid levels are maintained and fresh water is always available for older children to take independently.

Children of all ages benefit from outdoor play each day and there is also an indoor climbing frame that children use confidently. Children use a variety of physical skills in the setting. They have good fine motor skills which are enhanced with the use of pens, glue spreaders and scissors. They use these very confidently, co-ordinating their hand-eye movements very well. They can knead and roll out pliable materials expertly and enjoy cutting out and decorating play dough. Children have good spatial awareness and negotiate around objects and their peers very carefully, changing direction when necessary. Outdoors, they confidently practice a range of movements using their bodies in a variety of ways and can climb, slide, jump, skip, throw and wriggle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from good safety measures taken in the setting. They are protected from unauthorised persons through the very effective security measures. Password and photograph systems are used to ensure that children are only collected by authorised family members. Playrooms are enclosed and safety gates in place, to

prevent children from wandering into playrooms that may contain inappropriate toys for their age group. Children regularly practise the emergency evacuation procedure and all staff are fully trained in how to get children out safely in the event of a fire. Children are cared for in a clean, bright and welcoming environment. Floor space is maximised to allow babies and children ample room to safely play and explore. All safety issues are rectified through the regular risk assessments carried out by staff. Children have clean and safe toys and equipment to play with and care is taken to ensure they are age appropriate. Children's risk from choking is minimised as they are not allowed to eat or drink while walking around. They are also protected from the risk of slips and falls as staff are vigilant about food and drink spills on the floor and deal with them quickly. All staff have a sound knowledge of child protection issues. They have all received training and know the signs to be aware of and the procedures to follow in the event of a concern. Consequently, children would be dealt with appropriately in the event of a concern arising.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are confident with their peers and with staff in the setting and are making secure relationships. Babies in particular enjoy good stimulation from the bright mobiles and colourful toys. Their independence is encouraged and they practice crawling and toddling with support. They receive lots of attention from staff, who use facial gestures and body contact to communicate with them. Babies are encouraged to try new experiences and regularly explore with textures and shapes. Older children have a varied range of activities available. These include sand and water play, growing and planting, role play, construction and art and crafts. Children enjoy the outdoor play available and interact well with others in different age groups.

Nursery Education.

The quality of teaching and learning is satisfactory.

Staff's knowledge and understanding of the Foundation Stage is inconsistent. Consequently, levels of effective challenge and stimulation are not occurring in a consistent way, which has an effect on children's progress. Planning and assessment have recently been revised and are now comprehensive with regular observations being carried out. However, the evaluation of these are dependent on the trained staff being available to use them appropriately to effectively plan the next steps for each child.

Overall, children are making satisfactory progress in the six areas of learning. They demonstrate a sense of belonging to the group and are confident to leave their parents when they arrive. They form positive relationships with both peers and staff and they play well together in small groups, helping each other in tasks. They use language to communicate what they are doing during activities and are able to express their feelings to staff. They confidently use pencils and felt tips to make marks on their art and craft work and enjoy painting. However, their independent use of books is limited and they do not often go to the book corner to choose something to look at. Children can count up to five if prompted but do not generally show much

awareness of mathematical language in their play. They learn about the wider world through topics and visits to the local area. They have recently been following the stages of a local building project and make weekly visits to see what progress there is, using the information gained as a basis for discussion and art work. They are also currently learning about planting and growth and each child had planted a runner bean in a pot, monitoring it's progress as they water it each day. Their creative development is encouraged with a variety of art and crafts and use of the role play area, which becomes a different 'setting' each week. At the moment it is a hospital and children 'nurse' each other, using bandages and plasters. Children are making good progress physically and use their bodies well.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children learn about diversity in the setting and are beginning to explore the cultures and religions of others in the wider world. Children are encouraged to use manners and be polite to their peers and staff. They sing a 'Please and Thank you' song each day to remind them of this.

Children who have special needs benefit from a fully trained member of staff who works on a one to one basis with them. There are also positive partnerships with external agencies who offer further advice and support . Children's behaviour is mostly settled and co operative, however when incidents occur they are often not acknowledged or dealt with consistently by staff. Consequently children do not learn about acceptable behaviour. Children are confident in the setting and have secure relationships with staff that support their play. Babies in particular are encouraged to try new experiences that build their self esteem. Children are supported in the setting by positive links with parents that ensure continuity of care. Each parent is asked to provide details of their child's likes and dislikes, and routines when starting the nursery and staff ensure these are taken into account. Parents are given a daily record sheet each day and staff make a point of having a chat with them when they are collecting their child. Parents have their own notice board which contains a variety of information such as the week's menus, safety procedures and childcare information. There are also regular newsletters for parents to keep them informed of current activities.

Partnerships with parents is satisfactory. Details of the curriculum planning are displayed on the notice board and parents are told about the Foundation Stage and the areas of learning when children start to attend funded sessions. However, information about how children are progressing through each stage of development is limited and parents do not receive regular updates, although plans are in place to improve this.

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

### **Organisation**

The organisation is satisfactory.

Children benefit from staff holding appropriate childcare qualifications. There is also an ongoing commitment to staff development in order to continually improve the quality of care provided. There are effective procedures in place to ensure that new staff are inducted properly to encourage consistency of care. Staff ratios are always maintained to ensure children's safety, despite there being staff vacancies. There are clear procedures and routines in the setting that children are familiar with. Space and resources are organised to provide appropriate play areas for children and the toys are easily accessible to them in low level storage units. Documentation is clear and comprehensive. All policies, procedures and children's records are neatly kept so that they can be referred to easily. Children's personal information is kept securely in locked cabinets to ensure their confidentiality. The provision meets the needs of the children who attend.

The leadership and management of the nursery is satisfactory. The manager has a clear vision for the nursery and is a good role model for staff. She deploys staff into the areas they have an expertise in, however the staffing issues have made this difficult and consequently staff often work in unfamiliar areas which impacts on the children. The manager has made several staff changes recently in order to specifically improve the quality of the nursery education provided. However, although these changes have made some improvements, the provision of nursery education and its evaluation are still in the early stages of development.

### **Improvements since the last inspection**

At the last inspection, the full child protection policy and procedures document was not available. This is now in place and readily available to provide support both to staff and parents.

### **Complaints since the last inspection**

There are no complaints to report.

## **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 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 that staff motivate, stimulate and challenge children effectively during activities ( also applies to nursery education)
- ensure that staff manage behaviour appropriately and consistently.

### **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 all staff have a secure knowledge and understanding of the Foundation Stage.

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](http://www.ofsted.gov.uk)