

# Buffer Bear Nursery at Burnley General Hospital

Inspection report for early years provision

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<b>Unique reference number</b>	EY284982
<b>Inspection date</b>	12/01/2009
<b>Inspector</b>	Wendy Fitton
<b>Setting address</b>	Burnley General Hospital, Casterton Avenue, Burnley, Lancashire, BB10 2PQ
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Buffer Bears Nursery Burnley is registered to provide full day care for 51 children under five years. There are currently 64 children on roll. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Children with English as an additional language are supported along with children with learning difficulties and disabilities. Buffer Bears Ltd is a nationwide company working in partnerships with local Health Authorities and Neighbourhood Initiatives.

The nursery operates from a purpose-built facility, sited in the grounds of Burnley General Hospital, Briercliffe Road, Burnley. The Buffer Bear Company is managing the facility on behalf of the East Lancashire National Health Service.

The nursery has a baby unit that caters for 12 children up to 18 months, another separate area for 15 children from 18 months up to two and a half years, and a unit for 24 children aged from two and a half up to five years.

The nursery is open for 52 weeks of the year from 06.55 to 18:00, Monday to Friday.

There are 17 staff employed, including support staff, chef, nursery manager and deputy. All staff working directly with the children have suitable childcare qualifications.

## **Overall effectiveness of the early years provision**

The nursery provides a very welcoming and fully inclusive environment where children enjoy their time, are safe, well cared for and make good progress in their learning. Effective communication systems within the nursery ensure all staff are constructively involved in self-evaluation and training opportunities. Plans for the future are well documented to implement further improvement. Partnerships with parents are positive and parents are encouraged to be involved with all aspects of the provision. The links with other providers and services to promote the integration of care and education are still being developed.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- continue to develop systems to link with other providers, carers and services to promote the integration of care and education.

## **The leadership and management of the early years provision**

The provider and all staff work effectively as a dedicated team to provide good quality care and education for children. There is active involvement of all the staff team in the evaluation process who use their staff meetings to discuss and disseminate their ideas and practice. Information from annual parents' questionnaires is audited and takes account of their views and opinions of the nursery. The nursery identifies the strengths and weaknesses and targets any actions needed for improvement within a detailed development plan. The nursery has responded positively to the recommendations from the last inspection which has had an impact on the outcomes for children. For example, all personal records and information remain confidential and children now understand the importance of looking after books and how to use them.

Documentation which is required for the safe and efficient management of the nursery is well organised, up-to-date and is reflected in practice to promote all aspects of children's needs. There are robust recruitment and vetting procedures which maintains the suitability of staff and promotes the children's safety and protection. Staff are qualified, experienced and deployed effectively to meet the wide range of ages and development needs of the children. The nursery is committed to the professional development of the staff team and future training is clearly identified. Good quality risk assessments ensure effective actions are taken to manage or eliminate risks. Staff are designated to specific roles and responsibilities to maintain children's safety and well-being.

Parents and carers receive comprehensive information about the setting which includes frequently asked questions about the provision and care of their children and details of the learning programme children will be involved in. Regular newsletters ensure information is regularly updated and includes ideas for supporting and extending the children's learning and development. Parents have a role in the organisational meetings and a parents' forum has been developed. Information about the children's progress is shared at parents' evenings and regular reports and learning journeys for children include opportunities for parents' and carers' comments. Key workers share daily information both verbally and in daily diaries. Partnerships with parents are well established and parents are appreciative of how the nursery supports specific individual needs. Some links have been made with other external agencies to ensure children receive the support they need but liaison with other providers delivering the Early Years Foundation Stage is still being developed.

## **The quality and standards of the early years provision**

All staff have a good knowledge of the learning and development requirements and are confident in helping children to become active learners. Key workers plan activities and experiences for individual children according to their observations and what children are interested in. Children play freely and access a well planned environment that is tailored to meet the areas of learning and enables the children to make decisions about what they want to do. They respond to the routines and

rhythms of the day and are confident and secure in their own environment. Every child has a profile that holds observations, learning journeys, photographs and their own artwork. Children are regularly observed during their play and this enables staff to plan for future learning and next steps. Children are well supported and encouraged to develop their learning and knowledge. Staff know their children and work in partnership with parents to individual routines and care plans.

Children develop their social skills and learn about their own behaviour. Discussion times and circle times help children identify their feelings and those of others. They talk about the rules and boundaries as they learn to share, take turns and help each other. Children play harmoniously together and chat socially during lunch and snack time. Babies respond to their key adults who are consistent in meeting their individual care and learning needs and therefore are secure. Children enjoy creative activities as they draw, paint and use different materials and mediums. They play imaginatively as they pretend to be a lion in the jungle and use the role-play home corner. Children learn about their bodies and promote their physical skills during outdoor play, developing spatial awareness, moving to music and using toys to develop their hand and eye coordination. Children enjoy listening to stories and learning new words linked to planned activities. There are clearly labelled everyday objects and children see words and labels on their place mats, pictures and displays. There are opportunities for children to learn about their culture and those of others and they celebrate their birthdays, special festivals and carry out activities to develop their knowledge and understanding of technology and the world around them. For example, using the computer and mouse, using the camera to take photographs of their home life, collecting leaves and meeting with fire officers and the community police.

Staff are fully committed to good quality care which actively promotes the children's health and wellbeing. They have good knowledge of safeguarding children and the procedures to follow. Children are aware of the importance of keeping themselves safe and healthy. They develop an understanding of dangers as they are reminded of the rules and boundaries of not running inside, not throwing toys as this practice may hurt others and tidying up after themselves. Children know about the importance of good hygiene and have adopted healthy habits when they wash hands, clean their teeth, eat healthily and exercise daily both inside and outside. Staff follow very clear health and safety policies that are evident to work in practice. Children behave well and good behaviour is encouraged through constant praise and recognition. Staff are good role models to children and work consistently in managing any challenging behaviours. Staff teach the children about what is right and not right. They give good eye contact and clear explanations with alternatives for the children to think about. Children are learning to respect and value differences and the importance of inclusion as they use the empathy doll, puppets, look at books and photographs of different family lifestyles.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.