

# Buffer Bear at Castle Hill

Inspection report for early years provision

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**Unique reference number** EY302223  
**Inspection date** 24/09/2008  
**Inspector** John Earish

**Setting address** Castle Hill Primary School, 3-11 Dunley Drive, New Addington, Croydon, Surrey, CR0 0RJ  
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**Type of setting** 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 Bear at Castle Hill is a neighbourhood nursery and has been operating since May 2005. The aim of the nursery is to work closely with local advice and support groups for children and families. The nursery is situated in a purpose-built building with a secure outdoor area in the grounds of Castle Hill Primary School in New Addington, which is a suburb of the London Borough of Croydon.

The nursery is open each weekday from 08:00 until 18:00 throughout the year, only closing for bank holidays and staff training days. The nursery offers full day care for children aged three months to six years. Currently 49 children are on roll, 10 places are held for social services and the rest of the places are for other families expressing an interest. The children's hours of attendance vary to suit the needs of each child.

A number of children are attending who have identified special educational needs. Several children who speak English as an additional language attend. Children are grouped, according to age, into four separate groups. There are 28 children who receive funding for nursery education. The nursery currently has 16 members of staff. Additional/cover staff are used from the nursery's own bank of supply staff as and when needed. Twelve staff hold early year qualifications and three are working towards early years qualifications. The nursery has support from the local authority. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

The overall effectiveness of Buffer Bears at Castle Hill is satisfactory and children make satisfactory progress. The welfare of the children is promoted well and is of good quality. Good levels of supervision ensure that children have equal access to the learning provided for them. The recently appointed manager, who is highly experienced, leads the day care well. She provides good leadership and is working well at identifying what needs to be improved further to increase the rate at which children make progress. There is a good capacity for continuous improvement.

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

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

- ensure that the day-to-day recorded assessments of children's achievements are more evaluative and less descriptive so the next steps for learning are accurately identified
- improve the range of activities in the role play areas to promote pupils' early language and social skills

## The leadership and management of the early years provision

The manager, recently in post, leads the day care well. All members of staff show a strong commitment to the children and work very well together as a team. Good procedures for the day-to-day management ensure that things run smoothly. The manager is keen to strengthen her team's understanding of the new requirements of the EYFS. The continuous development of staff skills demonstrates her commitment to providing high quality care. Self evaluation is good.

The manager has recently completed a thorough and detailed assessment of all aspects of the setting and is using this well to improve the range and quality of the learning activities so children's progress can be accelerated in all aspect of the EYFS. Another factor in the effectiveness of the leadership are the good partnerships with parents. They are encouraged to be included in their children's education and are kept fully informed of progress and development. There are plans to develop further these good relationships through a series of evening meetings where parents can find out more about how their children learn and how they can help them at home. There is a good and suitable range of policies and procedures to ensure that children are well safeguarded. Risk assessments are regularly carried out and there are good procedures for monitoring the health and safety of the children. Current safeguarding practices are fully implemented.

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

Children genuinely enjoy learning and discovering through play both indoors and out. They enjoy a great deal of individual attention. Adults encourage them to make their own independent choices although interventions during children's play to help develop learning are sometimes not effective enough, for example, by modelling correct pronunciation. They make satisfactory progress overall.

The range and quality of play equipment is very good. However, the manager is improving the appearance and organisation of the role play areas to provide bright, attractive and imaginative activities that capture children's curiosity and develops their early language and social skills. The number and quality of picture books also needs improving so that opportunities for early reading skills are colourful, exciting and stimulating.

Satisfactory progress has been made at using assessment information to plan the next steps in learning. This was an issue at the last inspection. Detailed notes are kept of pupils' activities which are shared with parents. However, they are sometimes too descriptive and lack clear evaluation of what has been learned. This means that the next steps cannot be accurately identified to sustain consistently good progress.

Children who have specific needs and requirements are well catered for. All staff are aware of individual children's specific learning difficulties. Each of these children has an individual learning plan of good quality with targets that are realistic and easily measurable. This too, was a recommendation at the last inspection. This is a good model to follow when planning for all children's needs.

Adults help children to stay safe and there are good procedures to ensure that their welfare and wellbeing are good. Clear, well established routines help ensure that children feel secure and learn safely. Healthy lifestyles are encouraged, and fruit snacks, milk and water are freely available. A healthy meal, cooked on their own premises, is served at lunch time which the children really enjoy. Children are encouraged to develop their independence skills during meal time by serving themselves with fruit and vegetables. This too, was a recommendation at the last inspection. As one mother commented, 'This is a really good place to be. Children are cared for well'. Children contribute well to the environment for learning through their enthusiasm, cheerfulness and readiness to make friends.

## 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>	3
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>	3
<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?	3
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?	3

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **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.