

Buffer Bear@Maidenhead

Inspection report for early years provision

Unique reference number EY298664
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Inspector Raminda Arora

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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@Maidenhead provides full day care for children aged three months to five years. The setting was registered in 2004. It is part of Buffer Bear National chain of nurseries. The premises are a purpose built nursery unit in the grounds of Larchfield Primary School. The nursery serves the needs of the local community. It is registered to care for 84 children under five, and currently there are 58 children on roll. The nursery welcomes children with learning difficulties and disabilities, although there are none currently attending. There are a few children for whom English is an additional language. The nursery has the use of four rooms to allow children to be cared for by age, and there is access to a secluded outdoor play area. A full time cook provides meals on site. Children attend from 07.30 to 18.30 Monday to Friday. There are currently four children between the ages of three and five years attending part-time. A total of 12 children receive funding for nursery education. Of the 14 staff members, seven including the manager hold NVQ level 3 or above qualifications in early years and six members have the necessary paediatric first-aid training. 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 Bear Nursery is satisfactory. The welfare of the children is suitably promoted. Children's personal development and well-being are good as are the levels of supervision to ensure that children have equal access to the learning provided for them. The staff turn over has been high in recent years. The new manager supported by the new deputy manager has made a difference since her appointment last June. In a short space of time the senior managers have achieved a great deal and made a sound effort at identifying what needs to be improved further to increase the rate at which children make progress. Staff morale and stability have greatly improved. This indicates 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:

- Improve communication with parents
- Create more opportunities for children to practise reading, writing and information, communication and technology skills
- Establish rigorous systems for self-evaluation to ensure that the strengths and the areas for development are clearly identified
- Strengthen the induction systems to ensure that all staff are fully aware of all policies and procedures.

The leadership and management of the early years provision

The manager, ably assisted by the deputy manager, provides satisfactory leadership. Both work well together as a team, and are clearly committed to ensuring that the children in their care are well looked after and enjoy everything they do. Equal access by all children to all available equipment and activities is well emphasised. The resources are carefully checked for promoting positive images and role models for children. Children learn to accept each other's differences and were seen playing harmoniously with each other.

Good procedures for the day-to-day management ensure that things run smoothly. The recent bi-annual quality review by the company has highlighted the need for the managing team to establish more rigorous systems of self-evaluation in order to identify strengths and the areas for development within the setting. Since her appointment in June 2008, the manager has built a good team and raised staff morale in a relatively short period of time. She is very clear about the need to strengthen the induction systems particularly for the new staff to update their training and become familiar with all the agreed policies and procedures in place

Staff are appropriately trained in the new requirements of the Early Years Foundation Stage (EYFS). The team regularly plan and review all aspects of children's learning and are using this information satisfactorily to plan the learning activities that match children's needs and interests. While suitable emphasis is placed on developing children's speaking and listening skills, not enough is planned for developing their reading and writing skills effectively. The uses of information and communication technology to enhance children's learning and make it more enjoyable, is also underdeveloped. The setting provides only one computer for the children's use and this is not accessed regularly.

Satisfactory links are established with the local school and the parents. Parents are encouraged to be included in their children's education. The Annual Family Event successfully promotes partnership with parents. Parents use the setting's Comment Box and let their views be known. While most parents are generally happy with the school, some would like more communication on a daily basis. The 'key person' system, in which responsibility for the day-to-day care and development of individual children is allocated to specific members of staff, provides parents with a point of contact. Daily contact diaries are kept for children under three, but this system is not extended to the children aged three to five. Suitable measures are taken to resolve any complaints raised by the parents. The need to further strengthen communication with parents to benefit children's learning has been recognised. Efforts are also being made to set up a parents' group. There are a range of policies and procedures to ensure that children are well safeguarded. Current safeguarding practices are fully implemented and procedures for ensuring the safety and welfare of the children are satisfactory

The quality and standards of the early years provision

Children enjoy learning and exploring through play and adults encourage them to make their own independent choices. Adults focus well on children's responses to develop their understanding. For example, when making a train track, appropriate intervention by the key person extended children's understanding of shape and size. There is a satisfactory range of play activities on offer to support children's learning and adults also take children's interests into consideration. Children are able to choose what they want to play and happily take turns to share equipment. Relationships are good. Children behave well and co-operate with each other. They are suitably prepared for their next stage in education.

Children settle in well in the safe and secure environment. The standard of hygiene and general maintenance of all equipment are good. The staff suitably trained as first-aiders effectively support children's health in the setting. Children are protected and well comforted when they feel unwell. The quality of food provided is good and carefully prepared.

Key group workers use assessment information to plan the next steps in learning. Detailed notes are kept of pupils' activities. All children including the youngest are encouraged, exploring and discovering the different resources on offer in their rooms. However, there are missed opportunities to make learning links when children are engaged in different activities. Not enough opportunities are planned to develop children's reading and writing skills, for example, through regular teaching of phonics or involving parents in reading with their children through books sent home on a regular basis.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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

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.