

# Buffer Bear Nursery

Inspection report for early years provision

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**Unique reference number** EY297219  
**Inspection date** 19/01/2009  
**Inspector** Judith Reed

**Setting address** Shirley Warren Action Church, Warren Crescent,  
Southampton, Hampshire, SO16 6AY  
**Telephone number** 02380 777207  
**Email** southampton@bufferbear.co.uk  
**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).

## Description of the setting

Buffer Bear Nursery in Shirley Warren, Southampton is part of the Buffer Bear chain of nurseries. It operates from the Shirley Warren Action Church building and serves the wider community. The nursery operates from several rooms on two floors, within a self contained area of the building, and children have access to an enclosed outdoor play area. The setting opens from 07.30 to 18.00 Monday to Friday, throughout the year. Children attend a variety of sessions.

The setting is registered on the Early Years Register to care for a maximum of 100 children under five years. There are currently 98 children on roll. The setting supports children with learning difficulties and/or disabilities as well as those with English as an additional language.

There are currently 16 members of staff employed to work with the children and they all have suitable early years qualifications.

## Overall effectiveness of the early years provision

Children enjoy the happy atmosphere of the nursery. They have fun with familiar staff and learn through their activities. Most children make steady progress and key workers are aware of their learning and stage of development. Both the staff team and parents are involved in the ongoing evaluation of the nursery and work towards continuous development.

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

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

- review staffing arrangements to ensure they are organised to meet the individual needs of all children

## The leadership and management of the early years provision

Parents views are sought regularly through written evaluation forms and staff take appropriate measures to improve the provision of childcare. The whole staff team are involved in evaluation for the Aiming Higher quality assurance scheme. Management ensure that staff and room meetings are held regularly so that staff can discuss how to improve practice and what is working well. Room audits are carried out to see how practice can be improved. The support manager visits regularly. She observes in the rooms and sets action plans for staff. However, staffing arrangements are not always organised to meet the individual needs of all the children.

Children are safeguarded and the necessary policies and procedures are in place. Staff keep their training up to date and relevant. All staff have regular supervision

meetings with managers who set actions and targets for development. Children are safe as risk assessments are carried out throughout the nursery, including the outside play area.

Partnership with parents is outstanding. The recent self-evaluation forms received in the nursery are very positive, with parents commenting that they feel they are being listened to and offered choices. Parents have also written that they feel the environment is very clean and well maintained. Regular parents' evenings are held where they have the chance to speak to the staff and have their opinions valued, and regular newsletters provide useful information. Parents also state that staff are always positive, energised and engaged with the children and that staff make time to give verbal feedback at the end of the day. Parents are involved in discussions with key workers when their children start and staff build a record of children's starting points for their learning in the Unique child record book.

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

Children learn about keeping themselves safe and coming downstairs very carefully, holding the banister. Safety is a priority and the premises is secured with an entry buzzer system. Children remain in their own fenced off sections within the large building. Children keep healthy by washing their hands independently and cleaning their teeth after lunch. Staff are fully aware of children's dietary needs and use a clear, colour coded system to ensure their health and safety. Healthy meals and snacks are provided and parents appreciate the varied menus.

Staff make every effort to help children enjoy and achieve. A wide variety of activities are provided throughout the day and children have regular access to the outside play area. Staff carry out regular planned observations as well as incidental observations of activities throughout the day. They ensure activities are age appropriate so that children are challenged, and they are developing well. The staff evaluate their planning to ensure children are involved and their learning targets are met. Children enjoy the free choice of activities and toys are easy to access. Children are encouraged to experiment with the equipment, and also to help tidy away after themselves. The staff team engage with the children and play with them and support their learning as much as possible. Very young children are offered a choice of water play with bubbles or a play dough activity. The member of staff asks children if they should do 'Five little ducks'. She rolls out the dough and uses a cutter to make five duck shapes, then sings to the children using the shapes as props. Children begin to understand simple maths. In the pre-school room children are engaged at an 'office table' using stickers, pens, sticky tape, scissors, pencil cases, paper, envelopes, lottery forms, and draw tickets. Children count incidentally as they notice the numbers on the tickets and they use the paper and envelopes to make letters, for each other or to take home. Some children cut out shapes and name the circles, rectangles and squares, and others pretend to write their names. The free choice with this well prepared range of equipment enables children to use their imagination and be creative. All children move around the outside play area very confidently. Older children are thrilled and excited when staff create a puddle with a bowl of water and washing up liquid. Children use brushes to make plenty of bubbles and they then make tracks

through the bubbles with the scooters and cars. They also use brushes to make patterns on the ground, the walls and the patio windows. They skilfully clean the windows with a long window cleaner's blade.

Most children behave very well. They are busy and well occupied. Parents state that their children's behaviour has improved. Older children are encouraged to help those around them and to welcome new children into the nursery. All children join in tidying away toys. They are encouraged to use good manners and to treat people with respect. The staff team act as positive role models. The whole nursery is involved in charity fundraising through various activities including wearing their pyjamas for the day.

## 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?	1
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?	1
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?	1

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 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.