

Buffer Bears Nursery

Inspection report for early years provision

Unique reference number	122540
Inspection date	17/03/2009
Inspector	David Watson

Setting address	Tadworth Court, Tadworth, Surrey, KT20 5RU
------------------------	--

Telephone number	01737 351907
Email	tadworth@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).

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 is one of 26 nurseries run by Buffer Bear Ltd. It opened in 1998 and operates from a single storey, purpose-built building in the grounds of The Children's Trust at Tadworth Court. The nursery is open from 07:00 to 18:30 all year round, excluding bank holidays. Children share access to two secure, enclosed play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children may attend the nursery, on a full or part-time basis, at any one time. There are currently 47 children, aged from 3 months to 5 years, on roll. Of these, 19 children receive funding for early education, and 16 are in the early years age group. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 10 staff to work with the children. All but one of these holds a National Vocational Qualification at level 3 in playcare and two (the nursery leader and deputy) are studying for a Foundation degree in the early years.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Young children are happy and well behaved, and babies content and well cared for, because adults are attentive, sensitive and well organised to meet their individual needs. Inclusion is good. Because of good leadership and management and a well qualified and experienced team of adults, Buffer Bears Nursery is well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- take all the opportunities, both planned and incidental, to promote children's mathematical development
- revitalise the organisation and quality of resources for the older children so that they help foster a greater interest in learning
- embed the practice of regularly observing adults working with children and providing them with feedback in order to raise the quality of teaching and learning

The leadership and management of the early years provision

Leaders and managers work closely with other settings within the organisation. Together they have developed a set of comprehensive policies and procedures that ensure that all children are safeguarded and included. These are reviewed and

monitored regularly and respond quickly to changing circumstances. For example, risk assessments were carried out on the planned visit of a juggling clown. Communication between the nursery and the children's parents and carers is good. There is a wealth of information for parents on notice boards and daily contact is made between them and the child's key worker. Parents are routinely asked to contribute to assessing their child's progress and to discuss this with adults. Parents and carers are pleased with the quality of provision, stating that it is well run and that their children enjoy their time at Buffer Bears. The close knit team of adults share the common vision and purpose of meeting each child's needs and mirror those of the home and accommodate parental requests. The team carefully plans to ensure that the babies' needs, for example, sleeping, eating and nappy changing, are met. The times of these events are then carefully recorded in their individual daily log books. These also include the details of something memorable from the day that is then communicated to the parents. The progress of older children in 'Big Bears' and 'Panda Bears' is frequently and quite thoroughly assessed. Weekly focused observations are recorded in detail and then used well to inform the next steps in the child's development. Because of this children progress well and their needs are suitably met through a balanced programme that follows the guidance of the Early Years Foundation Stage. Leaders and managers have begun to systematically review and record their evaluations of the nursery's effectiveness and plan for its future development. Currently, the work of adults supervising children is undertaken informally. There are well advanced plans to increase the rigour of this through regular supervision meetings where an individual's strengths and areas for improvement would be discussed.

The quality and standards of the early years provision

Children and babies are happy to attend the nursery as all adults provide a very warm and friendly welcome. Babies are comforted and cuddled, talked to and played with so that they are alert and lively. Adults skilfully and naturally engage with the babies, talking to them as they have their lunch, playing with them by rolling a ball, and giving them the independence to explore their space while under an ever watchful eye. The babies thrive in a well equipped, warm and bright space in which they are confident to sit, play and crawl around. The equipment is clean, bright and accessible and therefore encourages the babies to be curious and explore the world around them.

The babies' involvement with the older children in the Friday morning 'Music Time' is well managed and is a warm and natural event where older children develop their understanding of looking after those younger than themselves. The babies also benefit; they are fascinated by the singing and the actions of those children in the 'Panda Bears' and 'Big Bears' classes. Children eagerly accepted the invitation to choose the next song and recite their favourite nursery rhyme. Adults chose other songs based on well-known themes, for example, animals from around the world. As a result children's language development is good, but the opportunity to sing songs that reinforce number were missed. The space for the 'Big Bears' and the 'Panda Bears' is appropriately organised to cover all six areas of learning, but some of the resources are unappealing or not organised in a way to support children's good development. For example, the 'Home Corners' were worn and

disorganised and there was little to suggest that boys were enticed into imaginative play by the creation of a make believe garage or workshop.

Good use is made of the outdoor space. Children, sometimes with some gentle encouragement, happily whizz down the slide, race around the site in the cars or on their tricycles or play with each other in the adventure playground. However, some of the equipment appears a little old and in need of a quick clean before children could use it. Older children also have opportunities to participate in 'Fit and Fun', an activity for developing physical skills. Good use is also made of the grounds in which the nursery sits. Children's horizons are broadened by visits to the local adventure trail and the village shops to buy flowers for Mothering Sunday. Children have a growing understanding of diversity. They have, for example, celebrated St. Patrick's Day while earlier in the academic year they also celebrated Diwali. Parents helped pupils dress in saris, and samosas were eaten for afternoon tea. Children respond well to reminders about how they should behave at meal times and are encouraged to develop good and healthy eating habits. Children enjoy their carrots and cabbage, sometimes asking for more. Children are safe. The nursery has a comprehensive set of policies and procedures. There are monthly fire drills and 'Evacuation Bags' in each room for when the children go outside. With vigilant adults and secured doors, gates and locks children are secure. Children, sometimes with gentle reminders from adults, use the space they have safely, are well mannered at meal times, listen to each other and are confident enough to talk to the inspector. In the past, children had contributed to the community by raising money for charities and on the day of the inspection were preparing for a tea party in support of 'Red Nose 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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
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?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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.