

Buffer Bear at St Richard's

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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*.

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Description of the setting

Buffer Bear at St Richard's Day Nursery opened as part of the Buffer Bear group in 2004. It operates from a purpose built building within the grounds of St. Richard's Hospital in Chichester, West Sussex. The nursery has its own secure outside play area. The nursery serves the employees of the hospital staff, other National Health Service trusts and external families.

The setting opens from 6:45am until 6:30pm Monday to Friday throughout the year, with the exception of bank holidays and two training days. The nursery is registered on the Early Years Register to care for a maximum of 60 children at any one time. There are currently 67 children on roll aged from three months to five years. The nursery currently supports children with special educational needs and/or disabilities and those for whom English is an additional language.

A team of 21 staff, including bank and management staff, are employed. The majority of the staff are qualified in childcare and early years education.

The nursery receives support from the local authority and from the senior management team of the company.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The manager and her staff are working closely with senior management to bring about the improvements required. Children are happy and settled and generally occupied with suitable activities. Staff strive to offer a fully inclusive service. Effective working partnerships with parents and other professionals ensures that the individual needs of children are recognised.

What steps need to be taken to improve provision further?

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

- increase frequency of fire drills to ensure children are familiar with procedures to follow in the event of a fire
- make better use of evaluations of children's abilities and progress to ensure the older ones are sufficiently challenged and stimulated
- provide older children with further opportunities to develop their understanding of mathematical concepts through songs and rhymes
- promote children's interest in books by providing a stimulating and appealing area.

The effectiveness of leadership and management of the early years provision

Children are kept safe because staff who care for them have a suitable understanding of the procedures to follow should they wish to refer any concerns. The manager has attended advanced child protection training and other staff have attended basic courses. Policies and documents are maintained as required and made available to parents. Risk assessments are effective and this means that hazards have been identified and that children can play in a safe environment. Effective recruitment and vetting procedures are established and this ensures that all staff are appropriately vetted. Staff are supported by inductions and regular one-to-one meetings. Appraisals are completed and staff and management discuss and set targets. Training needs are identified which enables staff to continue with their professional development.

The setting is generally well organised and staff are deployed effectively to ensure that sufficient qualified staff are present with each group of children. Attractive displays of children's artwork decorate the walls in the different rooms and allow them to take pride in their achievements. Resources are stored in child height boxes which have picture labels depicting contents. They are sufficient in quantity but are not always inviting. For example, the book area in the pre-school room does not stimulate the children or promote their interest in reading.

All children are supported by caring staff and those with learning difficulties and/or disabilities or English as a second language receive additional support from staff and outside agencies. Two senior staff are currently attending training in equality and diversity and information gained is cascaded to the rest of the staff team. Staff have established links with other providers who care for the children and this ensures all are clear about the child's learning needs.

Levels of engagement with each child and their family are suitable and parents are given information relating to the setting including policies and procedures before care commences. Key staff discuss children's progress with the parents verbally on a daily basis and written information is completed and shared at different times throughout the year.

The quality and standards of the early years provision and outcomes for children

Children are happy and eager to play together in all areas of the nursery and make satisfactory progress in their learning given their age, abilities and starting points. Children develop positive self-esteem due to staffs' effective use of praise and encouragement. They promote turn taking, sharing and teach the children to be kind to each other. Throughout the nursery lots of lovely activities are set out enabling children to make choices about what to take part in. Generally activities are well planned and children are interested. However, tasks to extend and challenge the older children are more limited. Children begin to use numbers in their play and begin to predict and learn about size and quantity as they play with

small coloured elephants and as they go around measuring items with a tape. However, opportunities to reinforce learning are not effectively promoted through songs and rhymes.

All children enjoy stories and join in with familiar ones with enthusiasm and gusto especially the one about the spider. However, resources in the book corner for the older children are not well promoted to stimulate or interest them. Children are provided with opportunities to draw, paint and create. Their imagination develops as they for example, dress up as a princess and enjoy showing others how lovely they look.

Younger children are actively involved in their play, confidently selecting and exploring the resources. For example, they show their imagination by using bubble wrap as a blanket and pretending to go to sleep. Others prefer to jump on it and enjoy the noise it makes. They have fun playing with musical instruments which are set out on the table for them to access independently. Children in another area are very excited as they prepare to go out into the garden to play.

Staff and key persons observe children's play and these observations are added to assessment files. Senior staff continue to monitor systems to ensure their effectiveness.

Children have a range of healthy snacks at the nursery and make choices from, for example, a variety of cereals and fruit with drinks being freely available. Home cooked lunches and teas are served and children sit together in groups with their key staff and social skills are promoted.

Children begin to understand about keeping themselves safe as they play, because staff gently remind them for example, not to run inside. They take part in fire evacuations, however, these are not completed on a regular basis to ensure all staff and children are aware of the procedures to follow in an emergency.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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