

Buffer Bear at Dewsbury Moor

Inspection report for early years provision

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EY330285

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Inspector

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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*.

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.

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Description of the setting

Buffer Bear at Dewsbury Moor is part of a national chain of child care settings run by a private limited company. It opened in 2005 and moved to its current premises in 2006. This is a purpose built Sure Start Children's Centre which is situated between Heckmondwike and Dewsbury, West Yorkshire. All accommodation is at ground floor level. There are three playrooms and a fully enclosed outdoor area. A maximum of 49 children may attend the nursery at any one time. It is open each weekday from 7.30am to 6pm all year round and serves the local community. There are currently 68 children on roll, of these 21 receive funding for nursery education. There are 16 staff working with the children, most hold appropriate early years qualifications, one holds a level 4, eight are level 3 qualified and two are working towards an Early Years Foundation Degree. The setting is overseen by an operations manager for the company who is responsible for several nurseries in the chain within North East England. The setting works with many agencies and is supported by a local authority qualified teacher and an inclusion worker from the early years childcare. They have recently completed an Aiming Higher Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is highly effective, management and staff are dedicated. The setting has very good systems in place to monitor, support and successfully meet children individual needs. The nurseries self-evaluation is generally accurate and based on very good levels of monitoring and data. It has excellent capacity to improve. The outcomes for children and their experiences are very positive. The exceedingly well developed links with other agencies, practitioners and parents actively contribute to good partnership working.

What steps need to be taken to improve provision further?

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

- further develop gifted and talented children's individual achievements and ensure that they are effectively challenged
- improve the outdoor play area to further support children's learning and enjoyment.

The effectiveness of leadership and management of the early years provision

The nursery manager is highly motivated and enthusiastic and actively contributes to consistently high standards. Monitoring and evaluation are robust, which contributes to maintaining and improving the settings effectiveness.

Arrangements for Safeguarding children are carefully managed and understood by those who work with the children. For example, mandatory child protection training is in place for all staff and in addition Managing Child Protection is undertaken by managers and deputies.

Excellent consideration and support is given to children with learning difficulties and/or disabilities and children with English as a second language. Staff who speak additional languages such as, Punjabi and Urdu are available to assist in explaining and sharing information to both children and parents. Children benefit from a special educational needs coordinator who actively contributes in liaising with other agencies and support workers. Through observations and working along side other staff and parents written individual educational plans are developed to identify priorities and fully support children's individual progress. Key Persons are caring and work very well in supporting and implementing the systems introduced to benefit children with additional needs. Staff have an exceptional knowledge of each child's background and needs.

The setting has strived to develop highly inclusive systems of communication to ensure that there are consistent and productive partnerships with parents and carers, resulting in strong levels of engagement with the setting. For example, a parents forum has been developed, parents stated that any queries are dealt quickly with, that the nursery is very open and continuity of care is carried on from home.

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

The nursery has a vibrant and exciting atmosphere which is a strong factor in helping children to feel happy, settled and valued. For example, lots of children's artwork and displays make a colourful and interesting environment. Detailed assessment and monitoring of progress throughout the nursery ensure staff know the children well and consequently act upon their needs.

Rigorous hygiene procedures continuously practised by staff help protect children from infection. For example, staff carry small bottles of antibacterial gel in their pockets and this is regularly used for such as, cleaning hands after wiping children's noses. Visitors to the under twos room remove their outdoor shoes or wear plastic shoe covers, that are placed at the entrance of the room; this helped protect crawling children.

Children learn well about keeping themselves safe. For example, practitioners plan very good opportunities through partnership with others, such as people who help us, the police and the fire officers visit and children from a neighbouring school have been in to talk about road safety with the children and how to cross the road safely.

A designated cook works exceptionally well alongside the nursery manager and staff to ensure children received a very good balanced and nutritious diet. An excellent dietary requirement system ensures children with allergies, religious or

parental preferences are fully adhered to.

A very good range of resources, activities and opportunities help them to learn well in all areas. Very well organised activities and sensitive support have strong focus on children's personal development. Children respond well and they quickly gain confidence to take part. Children socialise very well, their independence and self-help is significantly enhanced. For example, they use a large spoon to put their own dinner onto their plate and they independently pour their own water.

A wide range of well planned activities motivate and interest children. Children continue to achieve well although gifted and talented children are not always consistently challenged. The progress of children with learning difficulties and/or disabilities is good from their starting points because their needs are well analysed and met. Very good attention is paid to caring for children and ensuring their personal development is promoted and children enjoy what the nursery has to offer.

Good opportunities for market making and writing are provided in a well resourced area for this purpose. Children are making good progress in learning the letters and sounds of the alphabet and some recognize what letters are in their name. Mathematical language is encouraged and children are learning to describe the shape, size and position of objects around them. Children are helped to recognise and use numbers in a variety of situations. For example, singing simple action rhymes and talking about the size of the bicycles and sharing and counting them.

Young children enjoy many sensory activities, such as singing with shakers, playing with different textured balls and using treasure baskets. All children explore and investigate. For example, they look at the properties of water and ice.

Children thoroughly enjoy themselves outside as they ride bicycles, climb steps and crawl through tunnels. High regard is given to children's large physical movement and to the access of fresh air. For example, free flow is encouraged to the older and middle age group and the very young children also access the outside play area most days, although the outside space is an area which has been identified for further development.

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?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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