

Buffer Bear Nursery

Inspection report for early years provision

Unique reference number 139904
Inspection date 16/11/2009
Inspector Lisa-Marie Jones

Setting address 21 Cheam Road, Sutton, Surrey, SM1 1SN

Telephone number 020 86435278
Email sutton@bufferbear.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Buffer Bear Nursery is one of a large chain of nurseries run by Buffer Bear Ltd. It opened in 2000 and operates from five rooms within the site of Sutton Baptist Church. Children have access to an enclosed outdoor play area. The nursery is within the heart of a busy commercial and residential area and is open each weekday from 7:30am to 6:30pm for 52 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 66 children may attend the nursery at any one time. There are currently 82 children aged from birth to under five years on roll. The nursery supports children with special educational needs and/or disabilities.

There are 14 members of staff, 13 of whom hold early years qualifications to at least level 2. One member of staff is working towards achieving Early Years Professional Status. The setting provides funded education for three and four-year-olds and is piloting a scheme for funded two-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are able to successfully promote children's welfare and learning as they have good knowledge of the children's needs. Children are safe and secure and enjoy their learning experiences within the setting and the local area. The partnerships with parents and other agencies are significant in ensuring that the needs of the children are met, along with any additional support needs. Therefore, children progress well given their age, ability and starting points. Regular and rigorous self-evaluation and reflection by the manager and staff make sure that the priorities for development are identified and acted on, resulting in a provision that is responsive to all the user needs.

What steps need to be taken to improve provision further?

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

- continue to develop the observations and assessments of children's progress so they can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of all safeguarding issues and are very aware of the procedures to follow should they have any concerns about a child in their care. This is due to training, and effective written procedures and policies to

follow. There are robust procedures in place to ensure staff are suitable to work with the children. For example, Criminal Records Bureau checks are closely monitored and recorded and thorough recruitment and induction procedures are carried out. Effective risk assessments, daily checks and secure premises contribute to children's safety, and regular emergency evacuation rehearsals teach children how to leave the premises quickly and safely in the event of fire. Children confidently approach visitors to the setting and seek support from the staff. This demonstrates that all children feel secure and confident within the setting.

Parents and carers are made very welcome in the setting and relationships are friendly and amenable. A good range of written information is available about the setting and what they can expect for their children, providing guidance and reassurance. New parents and carers are actively engaged in children's starting points and plans for the first steps in their learning. Effective systems are in place with other professionals to support children with additional needs in consultation with families.

The manager makes very effective use of self-evaluation to identify their strengths and areas for development, and parents' and children's views are sought wherever possible. Staff work together to regularly complete quality audits and any identified improvements are acted on promptly. The manager has a clear vision for the future development and sustainability of the nursery.

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

Children are very keen to learn and explore the learning environment around them and on the whole are very happy and busy. Children made comments that they like coming to the nursery and enjoy playing with their friends and with the toys. They are very sociable and make friends easily and communicate well with adults and children. They move around activities in small groups and pairs and readily take part in role-play activities with each other.

Children cooperate very well during role-play, they take turns as they wait to speak at group times and when playing games together. Children are developing good social skills, learning respect for others and valuing what each other has to say. Children are confident and independent, showing good self-esteem as they show off drawings and write their names with pride. They are competent mark makers as they form recognisable letters and numbers. Children are effectively supported to use number and recognise numerals. They make patterns as they sort shapes and use maths language as part of everyday activities. Children concentrate for increasing periods, as they are engrossed in enjoyable and interesting activities and games. Enjoyable experiences and activities extends children's natural creativity, as all ages investigate textures, paint, glue, sand and water with excitement.

Children are supported by adults in their learning and development as staff are deployed very well to ensure they can sit with children during activities and assist where necessary, and are skilled in supporting children's learning through

meaningful discussion or questioning. Staff have a good understanding of the Early Years Foundation Stage learning and development requirements in relation to the early learning goals. Observations and assessments of children's progress are continually being updated to ensure they fully assist in planning enjoyable and challenging learning and development experiences, that are tailored to meet all children's individual needs.

Children are adopting good personal hygiene habits through hand washing routines, are developing good manners, social skills and learning about healthy eating and making healthy choices. Children feel safe because adults create an atmosphere and environment which enables them to play happily and cooperatively with each other, feel included and supported in all the activities. This is enabling children to enjoy their time in the setting, achieve well and develop skills for future learning.

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	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	2
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
--	---

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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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

