



## **Buffer Bear at Castle Hill**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY302223
<b>Inspection date</b>	08 November 2005
<b>Inspector</b>	Lisa-Marie Jones
<b>Setting Address</b>	Castle Hill Primary School, 3-11 Dunley Drive, New Addington, Croydon, Surrey, CR0 0RJ
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<b>Registered person</b>	Buffer Bear Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Buffer Bear at Castle Hill is a neighbourhood nursery and has been operating since May 2005. The aim of the nursery is to work closely with local advice and support groups for children and families. The nursery is in a purpose built building with a secure outdoor area and is situated in the grounds of Castle Hill Primary School in New Addington, which is a suburb of the London Borough of Croydon.

The nursery is open each weekday from 08:00 until 18:00 throughout the year, only

closing for bank holidays and staff training days. The nursery offers full day care for children aged 3 months to 5 years. Currently 67 children are on roll, 10 places are held for social services and the rest of the places are for other families expressing an interest. The children's hours of attendance vary to suit the needs of each child.

There are currently 2 children attending who have identified special educational needs. Several children who speak English as an additional language attend. Children are grouped, according to age, into 4 separate groups. There are 7 3-year-old and 2 4-year-old children who receive funding for nursery education.

The nursery currently has 13 full time and 4 part time members of staff. Additional/cover staff are used from the nursery's own bank of supply staff as and when needed. Twelve staff hold early year qualifications and 3 are working towards early years qualifications. The nursery has support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have some opportunities to enjoy a range of physical activities which contribute to their good health. Children spontaneously choose to play outside, but there is a lack of resources to help develop control of their bodies. Children can use a range of tools and materials that help them develop co-ordination, for example, catching and throwing beanbags. Children's fine motor skills are developed through activities such as construction and threading, and the use of tools such as paintbrushes and pens. Children demonstrate a good sense of space and move confidently around the nursery.

Staff attempt to take positive steps to promote the good health of children. The children are cared for in a warm and clean environment where they learn the importance of good hygiene and personal care. A Health and Safety Officer is in post to identify and rectify any health and safety issues. Children have a clear understanding of why they must wash their hands after messy play and after using the toilet, to reduce the risk of cross contamination. Staff ensure that they follow written health and hygiene procedures. Staff are first aid trained, should a child require first aid treatment. All documentation for the recording of accidents and medicines are in place.

Children understand the benefits of a healthy lifestyle. They are able to help themselves to drinking water, milk and fresh fruits drink during snack time. All staff take account of the wishes of parents and the dietary needs of the children. Two cooked meals a day are currently provided and children can also have breakfast. Activities are planned to teach the children about the importance of healthy eating and how the body works.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are able to move around relatively safely, freely and independently. Staff are responsible for risk assessments in their own rooms and these are beginning to take place, but are not consistently effective. Children learn how to keep themselves safe both inside and outside of the nursery.

Children are unable to independently select activities from a wide range of good quality toys and equipment that stimulate them, as resources and equipment such as tables are limited and insufficient for the amount of children that are now attending the nursery. Staff monitor and supervise children's choice of toys to make sure they are safe and appropriate for their age and stage of development.

Suitable procedures and documents are followed for the collection of children and staff have a good understanding of child protection procedures.

Children are highly supervised at all times by an ample number of staff who have all undergone relevant vetting procedures.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children settle well at the nursery. They enter confidently and make themselves at home. They relate well to each other and socialise and make friends with other children. Staff have an understanding of the Birth to three matters framework and have used it to implement a planning system. However, staff are not making regular observations of children's progress or using these to inform the planning and the planned activities are not always effective or challenging for the children. Children listen and respond well to rhymes, stories and songs. Staff are very creative with the resources that are available to them and encourage the children to take part in lots of sensory and messy activities and are led by the children's interests.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals with the support of staff who have a satisfactory understanding of the Foundation Stage and of how children develop and learn. They plan a range of activities based on real life situations that help children progress in all areas of learning. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an enthusiastic manner. Staff try to encourage children to make choices by making the toys and resources as accessible as possible. Children's assessments are up to date, but do not show the next steps of learning and are not used to aid planning for their individual needs.

Children develop good relationships with adults and other children in the pre-school. They learn to co-operate and work well together by playing games, taking turns and helping to tidy up. Children are beginning to understand differences in their lives to others around them. They look at festivals and countries during topic work and they talk happily about their home life and family. Children listen and concentrate on

chosen and adult led activities. Children are independent, they attend to their personal needs such as dressing and undressing, visiting the toilet, washing hands, helping themselves to fruit and pouring drinks.

Children speak very confidently to peers and adults. They talk openly during activities about themselves and their families. They express their ideas and experiences well using good vocabulary. Children have limited opportunities to develop into confident writers. They do not have opportunities to write during role-play as resources are limited. More able children are able to write their own names, for example, on their own work, but there is little opportunity to recognise and write letters correctly and children are not being exposed to phonic sounds. Children enjoy books and handle them carefully. They spend time 'reading' and sharing books with friends and adults and can retell well-known stories by looking at the pictures.

Children count confidently and recognise numbers that are important to them. They cannot choose number activities during free play as the organisation of resources prohibits this. Children are beginning to understand the concept of simple addition and subtraction through practical activities and songs, and they can say what is one more or one less and attempt to add two groups of objects. Children's understanding of space, shape and measure is developing well. They recognise the properties of simple shapes and are able to follow simple patterns with beads. Children learn how to use numbers in everyday situations and show that they understand size through practical activities.

Children investigate using their senses. They discuss similarities and differences using natural objects such as leaves, but do not have equipment such as magnifying glasses and binoculars to investigate independently. Children have opportunities to use information and communication technology by using a computer. There is no access to programmable toys and equipment and no opportunities to question why and how things work. Children are beginning to understand past and present, they discuss people, places and events in their own lives, for example, birthdays. Children learn about different cultures and beliefs through well-planned topic work such as exploring other countries and religious festivals.

Children use their senses to explore and describe experiences such as tasting and smelling food, listening to music and feeling a range of textures including manufactured and natural. They enjoy music and have opportunities to play musical instruments and experiment with sound independently. Children use their imagination in a variety of role-play situations, but as resources are limited children tend to make up their own situations, for example, using chairs to make a bus and a van. Adult led craft activities give the children opportunities to express themselves creatively. Children have access to sand, water, play dough, cooking, paint, and make collages with recycled materials.

### **Helping children make a positive contribution**

The provision is good.

Children have access to a meaningful range of activities and resources to promote a positive view of the wider world and increase their awareness of diversity and their

understanding of others. For example, the children talk about celebrations across the world, which are facilitated by the multicultural officer. The provision fosters children's spiritual, moral, social and cultural development.

Children of all abilities are given fully inclusive care by staff encouraging children to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment and potential. There are good systems in place to support children who have identified special needs. Close liaison with parents and outside agencies ensures all children's needs are met.

Children are helped to understand responsible behaviour and behaviour is good throughout the nursery. Staff reinforce consistent and appropriate strategies, according to the age and stage of development, to help children understand right from wrong. Children are treated with respect and are given lots of praise and encouragement to promote their self-esteem.

Children are cared for by staff who work closely with parents to meet their needs. Parents receive good information about the Foundation Stage and how children will learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning. Staff involve parents in their child's learning by giving suggestions regarding activities that can extend learning at home, they are encouraged to spend time with their children during the nursery day, for instance, at lunch times. Parents contribute to their child's assessment at parents' meetings. Close links with other professionals involved in the children's care ensures that there is consistent care for the whole family. Partnerships with parents is good.

## **Organisation**

The organisation is good.

Children feel at home and at ease in the well-organised environment. This means they are confident to initiate their own play and learning. Staff effectively use policies and procedures to promote the welfare, care and learning of children. Parents are kept well informed about the service and their child's activities and progress. This contributes to continuity in the children's care. Children are cared for by suitably qualified and experienced staff who have an understanding of child development. Recruitment procedures are in place to ensure staff are vetted appropriately.

Leadership and management of the nursery education is satisfactory. The nursery has been open for seven months, and on the day prior to the inspection another local Buffer Bear merged with the nursery. Therefore a new management and staffing structure was being developed. There is a commitment to develop and improve the provision, and good use is made of available outside support from the school attached to the nursery and the Local Authority. Buffer Bears give internal support and advice, although the systems in place to effectively monitor and evaluate the curriculum and care that is on offer, in order to identify strengths and promptly address areas for improvement are not effective, as staff are unsure of what systems and advice to take on board.

The required records, policies and procedures which contribute to children's health,

safety and welfare are all in place. Policies and procedures generally work effectively in practice, as staff are kept up-to-date through meetings and supervision sessions. Overall, the setting meets the needs of the range of children for whom it provides care.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

There are no complaints to report. 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the range and depth of the resources available throughout the nursery to encourage and stimulate the children's play and development both indoors and outdoors
- review and implement health and safety work practises to ensure that regular risk assessments are undertaken by staff in each room
- ensure suitable activities and experiences are planned for to aid children's developmental needs, and that regular evaluation within the birth to three matters framework identifies what children's next steps are

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the current system for using observations to identify the next for

children's learning and development, and use them as an aid to planning for children's individual needs

- increase resources to enable children to explore the natural world and develop their skills with programmable toys and equipment, and plan more opportunities for children to question why and how things work.
- within the programme of communication, language and literacy increase children's awareness of phonic sounds and organise resources so children can access easily and independently
- ensure that children can access a range of mathematical equipment independently
- ensure that there are effective systems to monitor and evaluate the education and care that is on offer

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