

# Buffer Bear at Heathrow

Inspection report for early years provision

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**Unique reference number**

139108

**Inspection date**

07/09/2010

**Inspector**

Nicola Hill

**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*.

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 Heathrow is one of 24 privately owned nurseries run by Buffer Bear Nurseries. The nursery was registered in 1997 and operates from self-contained premises in a residential road in West Drayton. Children are grouped in rooms according to age and stage of development, with the upstairs rooms used by children aged from three to five years. All share access to an enclosed outside play area.

The nursery serves the needs of families in the area and the local community. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 40 children aged under eight years. There are currently 61 children on roll including eight children who speak English as an additional language.

The nursery operates each weekday from 07.45 to 18.00, excluding Christmas, Easter and Bank Holidays. Children attend for a variety of sessions. A holiday club also operates at the nursery, depending on availability, for children aged from five to eight years who have previously attended the nursery. The club operates Monday to Friday from 07.45 to 18.00 in the school holidays. There are nine full-time staff currently working with the children, all of whom hold a recognised early years qualification. The setting receives support through the local authority and internal support from head office.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The children's welfare, learning and development are well promoted at this nursery. Individual needs are effectively met by a committed and motivated staff team, who recognise the uniqueness of each child and ensure they are well supported. Consequently, the children thrive in a safe and stimulating environment, where they feel secure and valued. Staff have a good knowledge of the Early Years Foundation Stage (EYFS), although the current planning systems require some minor areas for improvement to ensure they are fully effective. The setting's capacity to maintain continuous improvement is strong and systems are effectively implemented to monitor the effectiveness of all aspects of the provision. The setting maintains excellent relationships with the parents, which significantly contributes to the care and well-being of the children.

## **What steps need to be taken to improve provision further?**

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

- ensure all accident records are signed by parents as an acknowledgement that they have been informed
- further develop the current planning systems by detailing how planned activities can be extended or simplified to meet the individual learning needs of all children
- provide more daily opportunities for children across the nursery to develop writing for a variety of purposes both indoors and outdoors.

## **The effectiveness of leadership and management of the early years provision**

Children are well safeguarded because staff are diligent in child protection matters. In-depth policies and procedures ensure that staff fully understand their roles and responsibilities in protecting the children in their care. Robust systems are in place for managing the recruitment and induction of staff and to check their suitability. Effective risk assessments which cover all areas, equipment and outings enable children to safely enjoy a wealth of activities, whilst developing their knowledge of using equipment safely and taking controlled risks. Overall, the general organisation of the nursery is effective. However, management have failed to notice that not all accident forms have been signed by parents as an acknowledgement that they have been informed.

The setting is well-led and managed and there are good self-evaluation procedures in place for identifying what works well and areas for improvement. Staff meet weekly to discuss planning and assessment and share information with one another. The views of parents are also taken into consideration when identifying priorities for improvement and these are displayed for parents to view. Many areas for development highlighted on the nursery's self-evaluation form are already being addressed, such as improvement of the outside environment to promote children's learning. Recommendations from the previous inspection have also been addressed. The management team effectively motivates staff and enables them to develop through the staff appraisal system and by offering staff every opportunity to attend training. Overall, staff make up a well-qualified and knowledgeable team supporting the children. They work well together and appear to enjoy their role, contributing to the good organisation of the nursery and providing a relaxed, happy environment for the children.

Children are cared for in a welcoming, child-friendly environment. They enter the nursery confidently and have the benefit of being accommodated in age related base rooms, which helps them to feel settled and safe. All rooms are brightly decorated with the children's work, which creates a relaxed and pleasant environment that children can enjoy. Children use a varied range of safe, good quality and developmentally appropriate resources. These are well-presented by staff, and children are able to choose from the inviting range stored at low level in all rooms. Older children have daily access to outside play and the free-flow system for babies and toddlers, allows them to gain access to the garden whenever they wish. Children enjoy the benefits of the setting's positive approach to inclusion; all children are valued as individuals and cultural differences are positively acknowledged. The nursery is continuing to develop the good support

provided to children who speak English as an additional language.

The nursery has ensured that all required policies and procedures are in place and these are also readily accessible to parents. Staff have developed excellent relationships with the parents, which significantly contributes to the care and well-being of the children. New parents and carers are now encouraged to share what they know about their child in more detail to assist staff in planning the next steps for learning. Parents are also encouraged to contribute to their child's 'Home and Nursery Interest' book which helps staff to find out how the child behaves outside of the nursery setting. Parents are kept fully informed of their children's development and progress through regular discussions, and access to their children's records. They have been given good information about the Early Years Foundation Stage, and details of planned activities are on display in each room. Regular newsletters keep parents up to date with the latest developments at the provision and they are also provided with communication books and written daily sheets for the younger children. This daily exchange of information ensures that children's ever changing needs are consistently supported. Parents comment extremely positively on the service they receive. They say that staff are very efficient and approachable, that communication is good and that their children thoroughly enjoy the time they spend at the nursery. The newly established Parent Representative Group has also been received positively, allowing parents an avenue to raise concerns confidentially if they wish. The nursery is working hard to establish positive relationships with 'feeder' schools, and other providers delivering the Early Years Foundation Stage to children who may also attend the nursery, in order to ensure children's care and education is continuously supported.

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

Staff in all rooms have a good working knowledge of the EYFS and use this to plan and implement a broad range of activities and experiences across the six areas of learning. They use various teaching methods to gain children's interest and help them develop. There is a good balance of adult-led and self-chosen activities and staff interact positively with the children. Appropriate observations are made on children throughout the day and these are used to inform future planning. However, it is not clear on the written plans, how activities can be extended or simplified to meet the individual learning needs of all children.

Children respond well to the warm and gentle interaction from staff, which enables them to feel confident in their abilities and enjoy their play. Babies enjoy exploring and feeling different textures, such as dried pasta, paint, sand and water. They receive lots of cuddles from staff. Toddlers also enjoy messy play, such as playdough and use the computer confidently. Older children create collages, play music CD's when they wish and engross themselves in role play, pretending to paint each other's faces with paint brushes. Children explore their environment with interest and persevere with activities of their choosing. Babies babble and gurgle confidently to staff, whilst older children are happy to talk to visitors to the setting. Older children are also developing good independent skills

as they serve their own meals and go to the toilet without having to ask. The nursery has recently started to take part in the E.C.A.T. (Every Child's a Talker) programme which will involve regular auditing to ensure they have enough 'talk spot areas' to promote communication, language and literacy. However, staff are not currently maximising opportunities for spontaneous mark-making in the areas used by the toddlers and pre-school children, both inside and out. Older children recognise numerals and show curiosity in numbers. Toddlers are beginning to count and babies enjoy finding their noses, eyes and hands and so on as part of a game. Children clearly enjoy being outdoors and show an interest in the natural world. They enjoy climbing, crawling through tunnels and playing on ride-on toys. They are beginning to learn about their own and other's beliefs as staff incorporate festivals and learning about different cultures into the planning.

Children stay healthy because they are provided with freshly prepared snacks, hot lunches and teas, which are nutritious, varied and well balanced. Arrangements to minimise cross infection and ensure good standards of hygiene are sound. Children show a firm understanding of good hygiene procedures and are well protected as all staff have attended paediatric first aid training. The premises are kept secure, with CCTV in operation on the front door, and staff undertake daily checks of their rooms and the outside areas. Staff are familiar with the nursery evacuation procedure and children practise this regularly. Children behave well at the setting and respond to gentle prompts and reminders from staff. Staff are good role models and positive methods are used throughout the nursery, that are age and stage appropriate, such as discussion, distraction, praise and encouragement. Staff provide children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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