



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY255698

DfES Number: 540322

INSPECTION DETAILS

Inspection Date 19/04/2004
Inspector Name Rachel Edwards

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Buffer Bear At The Great Western Hospital
Setting Address Marlborough Road
Swindon
SN3 6BB

REGISTERED PROVIDER DETAILS

Name Buffer Bear Ltd 2893177

ORGANISATION DETAILS

Name Buffer Bear Ltd
Address 7 Valpy Street
Reading
Berkshire
RG1 1AR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Buffer Bear nursery at the Great Western Hospital opened in January 2003. It operates from a single storey purpose built premises, on the site of the Great Western Hospital in Swindon. It serves the staff of the Primary Care and the National Health Care Trusts and the general public.

There are currently 75 children from three months to four years on roll. This includes three funded three-year-olds and five funded five-year-olds. Children attend for a variety of sessions. Buffer Bears has an inclusion policy which accepts children with special needs and children with English as a second language.

The nursery opens 5 days a week for 52 weeks of the year. Sessions are from 06.45 to 19.00.

There is a manager and 14 full and part time staff working with the children. Eight have early years qualifications and one is currently on a training programme. The nursery receives support from a teacher from the early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Buffer Bear nursery provides good quality care for children. Generally the nursery is well organised. All policies and procedures are in place and there are good arrangements to ensure that all staff are aware of their roles and responsibilities. Generally children are well supported, however there are not always sufficient staff working directly with the babies over the lunch period. The nursery is attractive and welcoming and space is used well. There is a good range of resources and toys are easily accessible to the children.

There are effective health and safety procedures in place, which the staff generally implement well. Regular risk assessments are carried out and prompt action is taken to minimise any hazards. Children's arrival and departure is closely monitored and the building is secure. Appropriate hygiene procedures are followed to promote good

health and reduce the risk of infection. The nursery provides a range of healthy and nutritious meals and snacks and children are regularly offered drinks. Staff all receive child protection training and senior staff are able to follow the correct procedures if necessary.

Throughout the nursery, staff plan a range of interesting and worthwhile activities that help children develop well in all areas. The children are happy and settled and staff interact well with them, responding to their needs and are interested in what they say and do. The nursery has limited experience of caring for children with special needs and the role of the Special Educational Needs Co-ordinator (SENCO) is not well developed. Children with English as a second language are not fully supported. Staff consistently manage children's behaviour well, taking account of their ages and level of understanding.

There is a good partnership with parents. They are welcomed into the setting and share information about their children with the staff. They are kept well informed about all aspects of the nursery and their child's development.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The nursery is attractive and welcoming to young children and their carers. The premises are well maintained and secure.
- Staff plan a variety of interesting activities and the good range of play materials are easily accessible to the children.
- Staff interact well with the children. The key worker system is used effectively so that staff get to know the children and their families well.
- Staff's attention to health and safety is very good. They carry out regular risk assessments in all areas of the nursery and are kept well informed about health and safety issues.

What needs to be improved?

- support for children for whom English is a second language and the development of the role of the SENCO
- the numbers of staff working directly with children, in particular babies, over the lunch period to ensure adequate supervision and care

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure there are sufficient staff working directly with children over the lunch period.
9	Make sure that children with English as a second language are well supported and that the role of the Special Educational Needs Co-ordinator (SENCO) is further developed within the nursery.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision is acceptable and the children are making generally good progress towards the early learning goals overall. In the areas of personal, social and emotional development, and knowledge and understanding of the world children are making very good progress towards the early learning goals.

The teaching of children is generally good. Staff have a good understanding of the Foundation Stage and early learning goals. They plan a range of interesting activities in all six areas of learning and most aspects are covered well. Staff have good relationships with the children. Management of children's behaviour is positive and consistent.

The leadership and management of the setting is generally good. Staff are working as a harmonious team. Training and development is well managed and valued within the setting. An increasing range of resources is being provided. The nursery is committed to continuous development and policies and practice are regularly reviewed. There is a strong emphasis of child centred learning, though staff do not always offer sufficient challenge to the children.

The partnership with parents is generally good. Parents are provided with good quality information about the setting and the provision. Initial information is sought about the child. Parents are kept well informed of their child's progress through six-monthly reports and parents' evenings and informally each day. Parents are welcomed into the setting and they are informed about activities taking place with their children.

What is being done well?

- Children develop good relationships with practitioners and the other children in the group. Children's behaviour is very good. Children have an understanding of the boundaries set and the behavioural expectations within the setting.
- Children have very good communication skills and are confident at speaking in small and large groups. They respond well to stories.
- Children have regular opportunities to observe changes in their environment and examine living things. Staff make good use of their local environment to learn about people.

What needs to be improved?

- Planning and observation, to ensure the needs of all children are met.
- Opportunities for children to develop the use of number and calculation

thorough play.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn and try out new experiences. They persist for extended periods during activities. Children are confident and develop good relationships with staff and the other children in the group. Children demonstrate good personal independence and children's behaviour is very good. They demonstrate care and concern for others while playing and helping to tidy up equipment and have a good understanding of the behavioural expectations within the setting.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and engage easily in conversation with each other and adults. They develop their reading skills as they read from a wide range of books. Children have opportunities to link sounds to letters, for instance through the letter of the week and are making very good progress in this area. Children are beginning to write for a variety of purposes but do not have enough support with letter formation and naming their own work.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count to ten and beyond though there was little evidence of this in their play. There are limited opportunities for children to count and calculate. Children have a good recognition shape and use mathematical language to compare quantities, such as longer, smaller, well. Children gain an increasing awareness of time through discussion of past and future events.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to explore their senses in many activities such as ice play and feet painting. Children gain an awareness about the natural world and have some opportunity to explore the local area. Children are gaining confidence and competence using a variety of tools though there are limited opportunities to design and make things. Children have regular access to everyday technology. The members of staff value the children's home life and encourage children to share their experiences.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to practise their large and small muscle skills using a range of indoor and outdoor equipment, though opportunities for gross motor development is less varied. Children move around with confidence and control using their bodies in a range of ways and with imagination. Children are familiar with appropriate hygiene procedures and themed activities enable children to develop some awareness of health.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children enjoy exploring a wide range of different media and materials. They are increasingly able to describe the texture of things and respond to different senses. Children are able to move to different music and enjoy singing. Regular opportunities are available for children to develop their imagination, though role-play offered by staff and through free-play. Children enjoy the opportunity to discuss experiences, and thus gain a greater sense of different responses.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Extend planning and observation to ensure the needs of all children are met.
- Increase opportunities for children to develop the use of number and calculation thorough play.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.