



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 156206

INSPECTION DETAILS

Inspection Date 22/04/2004
Inspector Name Sandra Wickham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Buxton Bears Pre-School
Setting Address Station Road
Chingford
London
E4 7BJ

REGISTERED PROVIDER DETAILS

Name The Committee of Buxton Bears Pre-school 1031510

ORGANISATION DETAILS

Name Buxton Bears Pre-school
Address 1 Cranworth Crescent
London
E4 7HN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Buxton Bears Pre-School registered in 1993. The pre-school operates from the Methodist church building. There is one main base hall and a room for children. The group has sole use of their designated area of the building when operating. The pre-school serves the local area that is situated near to local shops, parks and London transport.

There are currently 49 children on roll which includes 33 funded three-year-olds and 9 funded four-year-olds. Children attend for a variety of sessions. The setting currently have no children attending with special needs, but have children who speak English as an additional language.

The day is divided into a morning and afternoon session, with a lunchtime club for the 3 and 4 year olds. The registered numbers for both play sessions are 24 children between the ages of 2 and 5 years, while the lunch club has a maximum of 12 children aged 3 to 5 years.

The pre-school provides care between the hours of 09:15 until 11:45 and 12:45 until 15:00 Monday to Thursday, term time only.

There are seven full time and seven part time staff working with the children. Over half the staff have early years qualifications to National Vocational Qualification level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Buxton Bears Pre-School provides good quality care for the children. Staff organise space to offer children and parents a warm and welcoming environment. The staff work well as a team and have developed good relationships with the children. Staff manage children's behaviour well and children were well behaved and related appropriately to each other. There are a very good range of indoor and outdoor play resources, including resources that reflect positive images of diversity, for children under five. Good systems are in place for the grouping of children and to ensure activities meet children's needs.

All the required records, policies and most procedures are in place, however the

operational plan was not in place. All areas of health and safety met with requirements. The pre-school have a comprehensive child protection policy which all staff know how to implement.

Play materials and various play opportunities cover most areas of development. Very clear systems are in place, for observing and recording what children do, to plan the next steps in children's play and learning. The pre-school ensure activities planned and offered, meet and provide sufficient challenge for children's individual learning needs.

Staff have a professional relationship with parents and there are good systems in place for sharing information with parents about children's development.

What has improved since the last inspection?

Not applicable

What is being done well?

- The pre-school's commitment to ensuring children are provided with an environment free from stereotypical images and discriminatory practice, which includes the local community and environment as a source of learning.
- Children are encouraged to make choices and develop independence by having equipment and materials readily available.
- Regular systematic observations and assessments of each child's achievements, interest and learning styles to promote learning towards the early learning goals.
- A positive attitude to the inclusion of children with special needs.
- Positive and consistent methods for managing children's behaviour to aid development.
- Planning the time well, so that most of it is spent working directly with children and taking every opportunity to enrich and expand children's natural world.
- Working in partnership with the parents to support each individual child and ensure no child is disadvantage or excluded.

An aspect of outstanding practice:

Clear and effective systems for recording children's development and achievement to promote progress towards the early learning goals in the six areas of learning. For example the children post their name first thing on arrival, then during quiet time are encouraged to find their name from the name plates set out on the floor.

What needs to be improved?

- development of the operational plan.

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	develop an operational plan.

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.