



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 139108

DfES Number: 519586

INSPECTION DETAILS

Inspection Date	10/01/2005
Inspector Name	Jean Williams

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Buffer Bears Nursery
Setting Address	Sipson Lane Sipson West Drayton Middlesex UB7 OJG

REGISTERED PROVIDER DETAILS

Name	Buffer Bear Limited 2893177
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ORGANISATION DETAILS

Name	Buffer Bear Limited
Address	The Hospitium Valpy Street Reading Berkshire RG1 1AR

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Bears Day Nursery is one of fifty nurseries run by Buffer Bears. It opened in 1992 and operates from a large, two storey detached house, situated in West Drayton. The children are accommodated in five rooms. Children attend the setting from a wide geographical area. The nursery is within easy reach of Heathrow Airport, Stockley Park and the M4 and M25

A maximum of thirty nine children aged three months to five years may attend at any one time.

The nursery is open Monday to Friday from 07:45 to 18:00 all the year round, it is closed at Christmas, Easter and all bank holidays. The children all have access to the secure enclosed outdoor play area.

There are currently 34 children from three months to five years on roll. This includes five funded three year olds and four funded four year olds. Children attend for a variety of sessions. The setting supports children who have special educational needs and those who speak English as a second language.

Nine full time staff work with the children. Six staff, including the manager have relevant early years qualifications. Five staff are currently attending training programmes to gain qualifications or to extend their existing qualifications.

The nursery employs a cook.

The setting receives support from an early years teacher employed by Buffer bears as well as from an advisory teacher from the Hillingdon Childcare and Early Years Service.

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

How effective is the nursery education?

Buffer Bears Day Nursery provides a well planned range of activities for children who are making generally good progress towards the early learning goals.

The quality of teaching is generally good, staff work very well as a team and have established very good relationships with children, parents and carers. Staff plan a wide range of activities for the children, some evaluation is carried out. Children are interested in the activities offered and are engaged to a high level. The staff provide a good programme of practical activities to support children's learning. Staff make good use of the resources available.

Children enjoy story books, they link sounds to letters and are able to identify and write their names and simple words. Whilst children are well supported by good resources in this area there is a lack of reference books readily available to them.

Children are developing good number skills, they sing number rhymes, count, weigh and measure and are able to recognise numerals.

Children are involved in a wide variety of creative and imaginative play, there are good opportunities for them to build, use malleable materials and listen to and make music.

The area of technology is covered well, children have regular use of the computer, they use the camera to photograph their work, and enjoy using the tape recorder.

Leadership and management is generally good, staff meetings are held regularly and staff are encouraged to extend their existing skills by attending relevant training courses.

Partnership with parents is very good, they are welcomed into the setting and are kept fully informed of the routines and happenings through regular newsletters and information displayed on the notice boards. Feedback of the children's developmental progress is given regularly. Parents are invited to attend planned events that take place throughout the year.

What is being done well?

- Children's behaviour is very good, staff provide good role models, they promote positive behaviour by reinforcement, praise and encouraging the children.
- Staff are interested in the children, they show respect for them and engage in conversations that promotes children's thinking processes.

- The opportunities provided for children to use technological equipment.
- Partnership with parents is very good. They are kept well informed about the nursery and the progress their child is making. Staff have formed good working relationships with parents and endeavour to keep them well informed of events happening in the nursery.

What needs to be improved?

- the provision of reference books.
- the processes to evaluate the activities.
- the opportunities for children to experiment in activities.
- the opportunities for children to experience indoor physical play.

What has improved since the last inspection?

Since the last inspection the nursery has improved the programme for mathematics which has resulted in children gaining confidence to recognise and use numbers.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are forming positive relationships with adults and peers, their behaviour is very good. They are confident to express their needs and are able to take turns, share and negotiate. Children work well both in groups and independently. There are good opportunities provided for the children to develop their independence. Through planned activities children are becoming aware of cultural, religious events and customs of countries around the world.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen on a one to one and in groups, they speak confidently and have wide vocabularies. Children are supported by good teaching skills and a good range of accessible resources. Children link sounds to letters, recognise and write their names as well as simple words. Their writing is displayed in books they have made. Children enjoy stories, are aware that print carries meaning and is used for different purposes. There is however a lack of reference books available to children.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident in the use of numbers and are able to count to ten and beyond. They recognize numerals, are able to match, pattern, weigh, measure and estimate. They use mathematical language in every day situations and understand more and less than, bigger and smaller. Children are supported by a good range of resources. They sing number songs and also have good opportunities to learn mathematical concepts through practical activities such as sand, water and cooking.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use natural and man made materials regularly. There are good opportunities for them to use technological equipment. Good provision is made for them to observe changes and identify living things through planned projects and interest tables, as well as visits to the garden centre. Through good use of photographs they are able to recall past events and observe the changes that take place over time. Awareness of customs and cultures is gained through planned projects and activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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The setting provides children with opportunities to develop their gross and fine motor skills through physical play. They have opportunities to steer, pedal and climb when using the outside toys. There is a lack of opportunity for physical play to take place indoors. Through circle games children are developing a good understanding of spatial awareness. Children use tools such as pencils, scissors, paint brushes, woodwork tools and equipment with the malleable materials competently.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have opportunities to experience a wide range of art and craft activities using a variety of materials, however opportunities to experiment during activities are sometimes limited. They explore shape, colour, texture and form in two and three dimensions. Children have a wide repertoire of songs and rhymes. They listen to and make music and enjoy role play. Staff support children in role and imaginary play by providing them with props and ensuring equipment is readily available.

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

- Ensure that reference books are made accessible to children.
- Improve the processes to evaluate the activities.
- Ensure that the children are provided with the opportunities to experiment in the activities.
- Improve the opportunities for indoor physical 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.