

Buxton Bears Pre-School

Inspection report for early years provision

Unique reference number	156206
Inspection date	01/03/2011
Inspector	Sandra Jeffrey
Setting address	Station Road, Chingford, London, E4 7BJ
Telephone number	0208 529 6156
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Buxton Bears Pre-School is run by a management committee. It opened in 1993 and has sole use of the building while the pre-school is open. The setting is registered on the Early Years Register to care for a maximum of 32 children at any one time. There are presently 55 children on roll. It is situated in the Chingford area within the London borough of Waltham Forest. The setting operate Monday to Friday between 9.15am to 11.45pm and 12.45pm to 3pm term time only, and offer both sessional and full-time care. The group employs 10 members of staff, all of whom hold a childcare qualification. The setting supports children with English as an additional language and those with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff create a welcoming and inclusive environment where all children have equal access to the activities and opportunities provided. Diversity is generally well celebrated. Staff have an understanding of each child's needs and abilities and as a result, their welfare needs are appropriately met. The setting's close partnerships ensure they fully understand each child's starting points and developmental needs. Recruitment procedures are generally secure. The setting has improved significantly since the last inspection and has a good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop further the provision of resources and activities to promote diversity
- develop the procedures for making decisions about staff's suitability with regard to checking full employment history.

The effectiveness of leadership and management of the early years provision

The manager and staff work together as a highly enthusiastic and cohesive team as they share a strong commitment to offering the best possible experiences to young children and their families. The manager provides very clear guidance to the staff team and a comprehensive range of written policies and procedures are in place, ensuring the sessions run very smoothly. Comprehensive vetting procedures are in place so children are cared for by suitable adults. However, the system for checking staff employment history is less robust. Staff have attended courses

relating to safeguarding children and they fully understand the procedures for liaising with relevant external agencies if they have concerns about a child's welfare. Robust daily risk assessments are carried out for all the areas accessed by the children within the nursery and the staff are very competent in their supervision of children both indoors and outdoors to ensure their safety is always prioritised. Premises and equipment are checked regularly and staff help children understand how to use equipment properly and safely. Regular fire drills and evacuation procedures are carried out and visits from the local fire service have provided fire safety advice and guidance. All staff are trained in paediatric first aid and follow good hygiene practices.

Resources are of good quality and organised into areas of learning in an attractive manner to provide a stimulating learning environment. Children have access to a selection of resources that generally promotes diversity; however resources have yet to be fully developed to reflect positive images of disability. The organisation of space ensures that children are able to fully participate in activities at their own level of understanding and development.

Staff develop excellent relationships with parents, who appreciate the care and attention given to their children, and value the happy, friendly atmosphere. They have confidence that any queries or concerns about their child will be swiftly addressed. Parents are encouraged to be part of the committee, enabling them to have a voice when making decisions. Good settling-in routines ensure children settle well. Parents receive an abundance of information on the setting, the educational framework and their child's welfare and progress. Meaningful daily discussions with parents are actively encouraged, enabling the exchange of information about children's daily routines and sharing of photographs that inspire parents' understanding of their children's achievements. The assessment records are always available for parents to read through and parents are encouraged to add their own comments. There are opportunities for parents to express their views. For example, a comments book is situated in foyer show that parents are very happy with the service provided and feel very reassured regarding the progress their children are making.

Effective self-evaluation systems in place and use of a self-assessment system helps the setting identify strengths and weaknesses, to ensure good quality care and learning are provided. The successful implementation of the recommendations set at the last inspection show the setting's capacity to continually improve and drive ambition forward.

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

Staff create a welcoming and colourful environment in which children enjoy learning through play and where they can make friends with others. The well-planned range of activities allows all children to benefit from the experiences on offer and enables them to make good progress in their learning and development. Children are developing good levels of confidence and feel safe because of the

high standards of care and the strong relationships they have developed with the staff, who interact effectively with them and engage them in enjoyable activities. Staff record the children's starting points, so they are aware of the stage of development the children have reached. This information is sought in partnership with parents and informs planning to enable staff to organise a suitable range of activities to meet the needs and interests of all children. Observations take place which are evaluated to ensure continuous progression. The children enjoy their learning and are developing good life skills, as they learn to play together, sharing and taking turns with equipment and resources. They follow instructions well as they join in singing songs, such as 'Twinkle, Twinkle Little Star', performing the actions accurately.

The children are creative and imaginative learners; for example, they use their imagination as they build and make models with the bricks, and express themselves through art and craft activities. They enjoy being creative as they make full use of the wide range of creative resources and materials such as paints, twigs, cotton wool and glitter. Children's language, communication and literacy skills are developing well. They easily engage in conversations with staff and their peers, for example, a group of children discuss the different textures of materials such as bubble wrap; staff skilfully extends children's language as they introduce descriptive language such as smooth. Children enjoy experimenting with the play dough using a range of utensils such as rolling pins and shape cutters to create different designs. They happily absorb themselves in drawing, looking at books, or engaging in role play where they pretend to go to the moon in a rocket. There are many opportunities for children to use technological resources, for example, they use the computer confidently using the mouse to navigate. They follow instructions and complete tasks such as finding and counting the egg shells manoeuvring the mouse to move objects from one area to another. Further educational software encourages children's problem solving and numeracy development.

Children develop a healthy lifestyle as they move freely between the indoor and outdoor areas. They enjoy nutritious and fun snacks including vegetables and fresh fruit. They learn of the importance of nutritious food through discussions and themes. Staff follow effective systems to enhance the health of children, such as reminding the children to wash their hands before snacks and after using the toilet. Children clearly feel immensely safe in the setting as they have strong relationships with staff and know they can go to any adult if they are upset. They show their self-confidence through moving confidently from indoor to outdoor activities. They make a positive contribution as they willingly participate and make choices about the activities they engage in. They gain an in-depth understanding of the local community through visits from the fire brigade as well as the local Member of Parliament. Children are learning about diversity and the world in which they live through talking about differences and celebrating different festivals and traditions.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

