

Buffer Bear Nursery @ Oxford

Inspection report for early years provision

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Inspector	Tom Radcliffe
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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 Nursery @ Oxford opened and registered in 1993 and is part of Buffer Bear Ltd. It operates from a single storey building beside Oxford railway station. The nursery serves the local area and families of people who work in the city.

The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 62 children may attend the nursery at any one time, of whom no more than 62 may be in the early years age group. There are currently 69 children aged from three months to under five years on roll. The setting is in receipt of funding for the provision of free early years education to children aged three and four. The group is open from 7.30am until 6.30pm, five days a week all year. All children share access to secure enclosed outdoor play areas. The nursery currently supports a number of children who use English as an additional language, and those with special educational needs and/or disabilities.

The nursery employs 21 staff of whom 17, including the manager, hold appropriate early years qualifications. One member of staff is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The lively setting has a good understanding of children's individuality, interests and starting points, which helps to ensure that most of their learning and welfare needs are given good attention. Children play an active part in their learning experiences as they flourish in a child-friendly and interesting environment. Children are able to make choices and show independence. The setting works with a good understanding of the need to have effective partnerships with parents and others to promote the progress that most children make. The provider uses a range of audit tools to gain an understanding of the setting's strengths and weaknesses. This allows priorities and targets to be put in place to enhance the level of provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the present use of assessment information to track children's progress towards early learning goals.

The effectiveness of leadership and management of the early years provision

The provider ensures that parents can access concise written information about the setting's policies and procedures. This impacts positively on the safe and efficient management of the setting, which is committed to meeting the needs of all its children. Children are safeguarded very well as staff understand and implement effective procedures consistently. All adults are vetted for suitability, visitors are monitored and children are diligently supervised and monitored. Children enjoy good levels of support as they play, rest, have meals and use outdoor play spaces. All aspects of the setting are risk assessed to reduce any potential hazards that children may encounter as they explore, play and move freely. This helps most children to become more confident and able to make decisions for themselves. Children's good health and well-being is promoted by staff, for example, in cases of minor injuries or illness and as they implement hygienic daily routines.

The provider uses a range of methods of analysing and understanding various aspects of the provision. All staff are involved in this with senior staff taking an active part in gaining information about what the setting does well and what it may want to improve. This process involves target setting and creating priorities to enhance the provision and outcomes for children. The setting is very reflective about its work with children and is always mindful of feedback it gets from both them and parents. There have been improvements made since the last inspection. Children's progress is underpinned by the setting's partnership with parents. In addition, the setting understands the importance of wider partnerships with other providers or professionals to support children's ongoing learning and development.

Children play in very well organised and spacious accommodation. It is attractively maintained and interesting to children, with many displays of their work. Children are able to access resources and take part in activities that generally promote their all round learning and development. Staff are skilful as they interact with children, as they both facilitate free play with appropriate interventions or take a more direct lead when required to do so. This allows children to have freedom and to enjoy what they do, and it usually enhances their learning and understanding. The setting promotes inclusion at all times as all children are considered to be unique individuals with the capacity to build on what they can already do. Experienced and well trained staff enable children to understand about their diverse world and to ensure that individual needs are met. Children with additional learning needs are supported effectively by the setting.

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

Most children make progress as they access a range of appropriate learning opportunities which are both child and adult-led. The setting has well established

and elaborate systems in place to understand children's starting points and to use assessment information derived from observations. A large amount of assessment information is gained about individual children, which is shared with parents and used to devise plans for future learning. The setting uses a high degree of individualised planning and staff talk knowledgeably about children's abilities, progress and future learning intentions. However, the setting does not always use what it knows about children to track their progress towards the early learning goals.

Staff support the choices made by children well; as a result they use role play and mark making resources, water and sand or they access ICT equipment. Children of all ages respond well to adults as they use age appropriate toys and games. Children usually listen carefully to adults as they share books, offer advice and make suggestions. Children will also include adults in their play and the youngest children often seek reassurance and comfort from them. When adults take a more direct lead most children join in, for example when making musical instruments, planting flowers outdoors and finding out about water. These are valuable learning opportunities for children as they take part in conversation and enhance their understanding. When planting flowers, children discovered about roots and how plants take in water. All areas of learning are given good attention; for example, children have many opportunities to develop their physical skills, imagination and creativity. The setting has a good understanding of the Early Years Foundation Stage and of how young children learn through play and first hand experience.

Children's welfare is promoted very well by the setting. All children are safeguarded and have an appropriate understanding of their own safety and that of others. Children's behaviour is managed well by adults as children are encouraged to share, take turns and include each other in their play experiences. Some children are able to manage their own behaviour but attentive staff ensure that most children use their time well and enjoy positive social experiences. Children gain an understanding of the varying needs of other children; for example, they realise that any group of children will contain a range of skills and competencies. In addition, children are building their ability to concentrate and understand that different activities require different responses, for example, when having a meal at a table and when involved in free time activities.

Outcomes for children are promoted very well by the setting. The vibrant setting is full of happy children who like to make choices, take part in conversations and work with adults. Children explore the spaces that are available to them and generally show a great enthusiasm for what they decide to do. They also feel very safe in the setting and are given good guidance about keeping themselves safe, for example, as they use resources and move around their rooms. Children enjoy secure and trusting relationships with adults which is a good basis for their learning and play. All children have an opportunity to learn about healthy lifestyles and choices and most children respond well to the expectations that adults have of them. Children generally acquire skills and abilities which are appropriate to their age, and their progress ensures that most children are prepared well for future learning needs.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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

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	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

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