

# Buffer Bear Nursery @ Poole

Inspection report for early years provision

---

<b>Unique reference number</b>	EY268646
<b>Inspection date</b>	06/07/2011
<b>Inspector</b>	Fiona Robinson

<b>Setting address</b>	Carter Community School, Blandford Close, POOLE, Dorset, BH15 4BQ
<b>Telephone number</b>	01202 684 064
<b>Email</b>	poole@bufferbear.co.uk
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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).

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.

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

Buffer Bear at Carter Community Neighbourhood Nursery registered in 2004 and is one of several nurseries run by Buffer Bears Limited. It operates from three playrooms within the school buildings at Carter Community School, Poole, in Dorset. There is ramped disability access to the building. All children share access to a fully enclosed outdoor play area. The nursery provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Buffer Bear Nursery may care for no more than 59 children from birth to eight years of age, of whom, no more than 59 may be in the early years age group, and of these, not more than 29 may be under two years at any one time. There are currently 42 children on roll, all of whom are in the early years age range and of these, 25 receive funding. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year. Children attend for a variety of the sessions. There are 12 members of staff, of whom, one holds a Foundation degree; one holds a BA in Early Years; one is working towards a Foundation degree; nine hold a National Vocational Qualification (NVQ) at level 3 or the equivalent; and two have a NVQ at level 2. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children respond well to the care and support they are given and achieve well. Activities are interesting and well-organised and staff ensure they are included in activities and treated equally. There are good partnerships with parents, the host school and outside agencies and information is shared effectively. The manager and staff have a clear idea of the strengths of the nursery and areas for improvement. They have the capacity to improve well in the future.

## What steps need to be taken to improve provision further?

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

- develop problem solving and investigatory experiences in the garden area
- widen the use of technology in activities to further develop children's skills

## The effectiveness of leadership and management of the early years provision

Staff safeguard and promote children's welfare well. They implement comprehensive policies and procedures to ensure children are kept safe and secure. Risk assessments are conducted regularly and carefully recorded to

minimise hazards in the indoor and outdoor environments. Staff are deployed effectively so that children are supervised at all times. They have a good knowledge of safeguarding and child protection procedures. Security within the nursery is good and parents are familiar with the rigorous procedures for the collection of children. There are robust recruitment and vetting procedures in place to check the suitability and qualifications of staff and adults who have contact with the children. The outdoor environment is fully enclosed and maintained well. Children have access to a range of resources and equipment that are safe and suitable for their age. A clear fire evacuation plan is practised regularly to familiarise staff and children with the routine.

Partnerships with parents and carers are good. Parents and carers consider that staff have created a very caring, purposeful environment, to which their children enjoy coming. They are kept well-informed of special events and activities, such as the Summer Fête, Open Day and trip to Moors Valley, through newsletters, informal discussions with staff, the parents' and carers' representative group and the notice board. Good communication levels between staff, parents and carers and outside agencies promote continuity of care for the children. Parents and carers are familiar with the policies and procedures of the nursery. A positive approach and good relationships with families and children are achieved through the key person system. Staff share the children's 'learning journeys' with parents and carers on a regular basis and they find the consultation meetings very informative. Partnerships with the host school are good and the nursery benefits from the use of the school environment. Well-established links with outside agencies support children with special educational needs and/or disabilities well, and their parents are provided with good advice. The nursery benefits from a good partnership with the Children's Centre staff, who willingly share their expertise and resources. There are strong links with the local marine camp and local businesses who have donated resources to the nursery.

The nursery is well-led and managed. There are good self-evaluation systems in place which give staff a clear idea of areas for development. They have improved the layout and organisation of resources for the indoor and outdoor environments. Currently, the grassed outdoor garden does not provide enough challenge or opportunities for children to solve problems, which limits the development of these skills. Planning shows that opportunities are sometimes missed to make full use of information and communication technology in activities. Staff regularly attend meetings to discuss planning and assessment. They access training to enhance their qualifications and experience. They promote equality and diversity to a good level to ensure children are integrated into an interesting range of activities. Good support is provided for children with special educational needs and/or disabilities, and those who speak English as an additional language. As a result they make similar progress to their peers. Staff make effective use of resources to meet most of the children's needs and regularly monitor activities.

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

Children benefit from well-organised play and achieve well. Staff value children's ideas and use them in the organisation of activities. Planning is evaluated by staff

who use the information to help children build on their skills. Topics such as Transport and Space extend their experiences and enhance their learning. Children behave well because staff have a consistent approach to managing behaviour. Toddlers learn to share and wait for their turn. Children respect the golden rules and boundaries which are in place and form good relationships with one another. They cooperate and work well together, such as when they re-enact the story of 'The Three Little Pigs'. Their independence is promoted well, for example they choose their names confidently when they arrive and place them on the board. Staff and parents help them to appreciate their own and other cultures through festivals such as Diwali, the Chinese New Year and Easter. Activities such as storytelling, dancing and food tasting enrich their experiences and appreciation of other cultures. They are keen to learn, from staff, about life in Africa, Poland and Bulgaria.

Children are developing a good understanding of keeping healthy and safe. They benefit from healthy lunches and have a selection of fruit and vegetables at snack time. They enjoy making their own vegetable soup, fruit salads and smoothies. They realise the importance of exercise and balance carefully on the climbing frame and ride their bicycles and pedalled vehicles in the garden area. Younger children and toddlers develop their physical skills well using low level climbing frames and slides, ride on toys and play with balls. The Baby Bears room provides babies with equipment and furniture to promote their strength and balance on an open carpet space area. They enjoy practising their new mobility skills. The older children are keen to grow their own vegetables, such as runner beans, courgettes, carrots and strawberries. They develop a good understanding of keeping safe and carry out their own risk assessments. They learn how to use equipment safely as they make salad sandwiches for snack time. Talks on road and fire safety add further to their understanding of keeping safe.

Children are keen to learn and make good progress. Their communication, language and literacy skills are developed well as they re-tell the story of 'We're Going on a Bear Hunt'. Toddlers are keen to explore sensory materials in the treasure baskets. Most children can count up to 20 and beyond and recognise two-dimensional shapes. They enjoy going on nature walks and develop a good understanding of the natural world. Creativity is developed well through activities such as printing pictures of stars and moons and making models of space rockets and aliens. They tunefully sing songs such as 'Five Speckled Frogs' to practise their counting skills. They have fewer opportunities to use information and communication technology in their play. Consequently, opportunities to extend their skills using the digital camera and computer are sometimes missed. Children enjoy making up their own stories and staff help them to make their own books. Babies and toddlers enjoy mark making in custard and shaving foam. Overall, children are prepared well for life outside the nursery and the next stage in learning.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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](http://www.ofsted.gov.uk)

## **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