

# Buffer Bear Nursery @ Maidenhead

Buffer Bear Day Nursery, Larchfield Road, MAIDENHEAD, Berkshire, SL6 2SJ

<b>Inspection date</b>	14/05/2013
Previous inspection date	08/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Pre-school children experience a very good variety of high experiences, which encourage their development in all areas particularly well.
- This is a spacious well maintained nursery. The majority of rooms provide an interesting and stimulating environment for children's care and play.
- Staff are warm and caring towards the children providing attentive age appropriate care. Consequently children are confident and secure.
- Parents and professionals report very positively about the very good progress children make and the helpful and supportive staff.

### It is not yet outstanding because

- Some staff do not always demonstrate a good understanding of how to promote communication and language development.
- Resources are not always used effectively, particularly in the baby room.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the premises and resources with the manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the manager.
- The inspector discussed the provision with five parents.
- The inspector read the providers self evaluation.

## Inspector

Lynne Lewington

## Full Report

### Information about the setting

The Co-operative Childcare in Maidenhead is one of 50 nurseries. It provides full day care for children aged three months to five years. The nursery registered in 2004. The premises are a purpose built nursery unit in the grounds of Larchfield Primary School. The nursery has the use of four rooms and there is access to secluded and secure outdoor play areas. A full time cook provides meals on site. Children attend from 7.30am to 6.30pm Monday to Friday. There are currently 83 children on roll. The nursery is in receipt of nursery education funding for 2-, 3- and 4-year-olds. Of the 25 staff members, 12 including the manager hold early years National Vocational Qualifications at level 3 or above. The nursery is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children attend from the local area.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- improve the abilities of some staff to provide a narrative to their actions, listen to and respond to children, making good use of every opportunity throughout the day to encourage children's communication and language skills.
- improve the baby room to enable babies to experience more stimulating development opportunities in a comfortable and homely environment.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Good care is taken to meet the range of needs of the children who attend. Staff are particularly strong at providing the children with a wide variety of experiences and learning opportunities across all areas of learning. For example, children develop their self confidence and language skills as they talk to the staff and playmates about favourite items and experiences. They are curious and ask questions developing their base of knowledge. Activities and experiences are planned that inspire the children to want to know more. For example, they are enthralled by the emerging butterflies and prepare food for them, paint pictures of them and learn about them from books. In the toddler room, adults and children sing action songs together. Staff use expression in their voices and make good eye contact with the children encouraging them to join in. Children are supervised closely to keep them safe while being allowed to develop their physical skills in their own time. For example, the adult allows the toddler time to come down the steps to

the playground independently. She is patient and encouraging, offering warm meaningful praise when the task is completed. Children in all rooms enjoy opportunities to use a variety of resources such as books, sand, paint, and water on a daily basis. Most staff listen and interact well with the children, encouraging them to count and develop mathematical understanding. However, not all staff demonstrate an understanding of the importance of providing a narrative to their actions to help to promote and encourage children's communication and language skills.

The large spacious baby room, although not a cosy homely environment, provides plenty of space for the youngest children to develop their physical skills. Staff sit on the floor with them and most engage well responding to the babies vocalisations and encouraging them to stretch and reach for items. However, the babies lack opportunities to experience different surfaces, to touch different textiles, to crawl through tunnels, to pull themselves to standing against suitable furniture or toys and cuddle up or be nursed in a comfy chair.

Children's records indicate they are making good progress in all aspects of their learning. Staff gather a base line of information about each child's abilities through discussion with parents and their introduction to the nursery. They observe, plan and monitor progress systematically and thoroughly ensuring each individual has good opportunities to develop to their full potential. The parents actively participate in this process by providing information about children's achievements at home. This helps to ensure each child receives the support and stimulation they need to progress.

### **The contribution of the early years provision to the well-being of children**

Staff nurture children very well. A well-established key person system is in place enabling the children to make secure attachments. A back up buddy system also helps to promote continuity of care. This helps the children to form confident and secure relationships with their carers.

Staff are positive role models for the children. They are calm and kind demonstrating consistent expectations of children's behaviour. Staff in all the rooms talk to the children about feelings at a level relevant to the child's age and development. For example, they recognise when a child is getting tired and talk gently to the child, they comment if the child looks happy or sad. Puppets and stories are also used to help the children identify a variety of feelings. Staff understand the importance of allowing children to develop their skills and recognise children need to learn to recognise risks. For example, the older children use suitable knives to cut fruit for the butterflies. Monthly fire drills provide an opportunity for children to learn about the action they must take in an emergency in order to quickly evacuate the premises.

Good care is taken to ensure children enjoy a healthy nutritious and varied diet. The menus are carefully planned by the company. Meals are freshly cooked each day on the premises by the cook. Staff use mealtimes to talk to the children about healthy eating and colourful posters are displayed promoting healthy eating habits. Physical activity is part of the daily routine. They enjoy opportunities to run, climb, dig and use wheeled toys in the

attractive outdoor areas. Action songs also encourage coordination and balance in addition to enhancing vocabulary and recall abilities.

Staff talk to the children about healthy hygiene routines and set a good example through their own actions. Older children demonstrate increasing personal independence in managing their own personal needs as they independently wash their hands and take themselves to the toilet. Younger children have nappies checked and changed regularly ensuring they are comfortable and clean to enjoy their play. Staff consult with parents regarding nap times. They ensure children have sufficient sleep to enable them to enjoy the activities on offer.

Well-developed systems help to ensure children's moves through the nursery and to other settings are managed effectively. Valuable information is shared and children visit the new environment, gradually becoming accustomed to the idea of moving.

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

Leadership and management is strong providing a well-organised and well resourced environment for young children. Robust recruitment systems are in place to ensure staff are suitable for their roles. This includes obtaining up to date references and suitability checks. A well-organised induction programme helps new staff to become effective members of the team. Regular staff meetings help to ensure that everyone is working towards the same aims and are fully aware of the policies and procedures the company follows. Staff development is encouraged through annual appraisals and opportunities for further training. All staff are encouraged to undertake safeguarding training and eight members of staff are qualified first aiders.

Staff demonstrate a well developed awareness of safeguarding. They are confidently able to identify signs that would arouse concerns and the action they would take. The safeguarding policy is available for all to see, ensuring everyone is clear on the nurseries safeguarding role. Sensible security measures help to ensure the safety of the children, staff and premises. Comprehensive risk assessments undertaken regularly help to promote the safety of everyone.

Children's development is carefully monitored using the same system throughout the nursery. This clearly identifies the progress children are making. If staff are concerned about a child's progress they support parents to seek advice and assistance. Strong professional working practices enable positive partnerships to develop with other services involved with children. For example, with schools, the local children centre and specialist professionals. Records indicate staff have been praised highly by professionals for the good quality support they offer to children experiencing attachment and loss issues. Parents also value the good quality service the nursery offers. They comment positively on the warm welcome they and their children receive, the good progress the children make and the high quality information they receive about their children.

Throughout the nursery a system of reflective practice is developing. The nursery has worked hard to improve aspects of practice identified in previous inspections, local authority audits, and company audits. They also seek parental opinion and use this information to continuously develop. High quality action plans indicate the progress they have made and their proactive approach to continuous development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY298664
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	911589
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	84
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Buffer Bear Ltd
<b>Date of previous inspection</b>	08/10/2008
<b>Telephone number</b>	01628 510478

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2012

