

# Buffer Bear Nursery @ Tadworth

The Childrens Trust, Tadworth Court, TADWORTH, Surrey, KT20 5RU

## Inspection date

29/05/2013

Previous inspection date

17/03/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- Children are enthusiastic and motivated learners due to the stimulating and well resourced indoor and outdoor play areas.
- Children use their senses to explore the world around them because staff encourage them to think creatively and flexibly, solve problems and link ideas.
- Staff notice what arouses children's curiosity and use this information to plan an exciting range of activities that are linked to their interests.
- Staff work closely with parents and other agencies to meet children's individual needs.

### It is not yet outstanding because

- Staff in the baby room do not always adapt routines to increase the opportunities for children to explore outdoors.
- Children's awareness of difference is not further enhanced through the provision of a wide range of accessible resources that reflect positive images.

## **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 activities in all the playrooms and the outside play area.
- The inspector completed a joint observation with the manager of the provision in the baby room.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of parent's views spoken to on the day of the inspection.

## **Inspector**

Catherine Greenwood

## Full Report

### Information about the setting

The Co-operative Childcare Tadworth is one of a national day nursery chain owned by Midcounties Co-operative which registered in 1998. It operates from a single storey, purpose-built building in the grounds of The Children's Trust in Tadworth, Surrey. The nursery is open from 7am to 6.30pm all year round, excluding bank holidays. Children are based in four playrooms and have access to two outdoor play areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 78 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged three and four. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery employs 14 staff to work with the children. Of these, 10 hold a National Vocational Qualification to at least level 3. The manager holds a degree in Early Childhood Studies and the deputy holds a Foundation degree in Early Childhood Studies. The nursery employs a cook.

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

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

- increase the opportunities for children in the baby room to play outdoors to further enhance their exploration
- increase the range of accessible resources to further develop children's awareness of difference.

### Inspection judgements

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

Parents are fully involved in their children's learning. Staff encourage them to share information about children's progress on a daily basis and during six monthly review meetings. They provide parents with a travelling camera so they can take and share photographs of children's achievements at home. Children make good progress in relation to their developmental starting points. Staff plan a good range of activities each week linked to their observations of children's interests and next steps for learning. Consequently, children are interested and keen learners and are well prepared for starting school. Staff respect children's efforts and ideas, so they feel safe to make decisions. Consequently, children develop a strong exploratory approach as they decide to use the

resources in different ways. For example, children mix water and mud to make pretend milkshake in the outdoor 'mud kitchen'. Staff give children time to think and talk and value their questions and responses as they interact in their play. Staff provide children with lots of support to help them achieve their aims and learn to share the play equipment. For example, staff turn the home corner into a hospital and provide lots of fresh herbs and water for children to make pretend medicine.

Staff help children learn to communicate as they talk with them during their play. Staff ask parents to identify words that babies understand and the things they do at home that encourage them to develop their listening skills. Staff use this information in the nursery, as they sing to children and use words in their home languages. Consequently, babies are beginning to understand and pay attention as they smile and clap their hands. Older children show confidence as they join in familiar stories as part of a group. They use a wide range of vocabulary and feel comfortable to use words in other languages. For example, as they say 'Hello' in French and 'Thank you' in Spanish. Staff make good use of opportunities to engage in conversation with children, which promotes their ability to use more complex sentences. Children show good control of their movements. They balance and climb in and out of large truck tyres, jump off tree stumps and climb low level tree branches in the nursery garden and grounds. Children take part in regular adult-led large group physical activities which are facilitated by an external teacher. This promotes children's ability to roll, balance, and develop their co-ordination through fun activities. For example, as they dodge bean bags and hoops as part of an imaginary 'planet game'.

Children in the pre-school group can recognise and write their name and help to write labels for displays. Staff respond to children's interests during discussions and use this information to promote their ability to write for different purposes. For example, when children talk about one of their parents who works abroad, staff provide opportunities for all the children to write and post letters in a box in the nursery grounds. Staff provide children with a stimulating environment that is rich in print and pictures. Staff label photographs and information on wall displays that promotes children's ability to read simple words. Children show interest in number as they use weighing scales and make clocks for displays about time around the world. Staff join children during their play and promote their ability to count in numerical order. For example, when children make five leaf prints in the sand they ask them how many they would have if they make five more. Staff help children learn about their local community through outings to a garage, bakers, florist, and greengrocers to buy and prepare fruit. Children discover how things work as they use a computer and real screwdrivers to dismantle items, such as old phones, keyboards and calculators. Children often play together imaginatively, for example, as they climb through holes in cardboard boxes and pretend they are cars. Staff respond to children's requests to make dens in the playroom. They extend activities and develop children's designing skills as they help them to make garden teepees from sticks, felt and collage materials. Children handle a very good range of media and materials that promote their sensory development. They use sand and bricks to make constructions, bath dolls and make pizza and chop fruit for snack time.

Children form very good friendships and show confidence as they make their own decisions. They often choose to play together and are generally well behaved and co-operative. Staff are very patient and provide children with reassurance and explanations that help them overcome minor frustrations. For example, when children become upset because they want to help wipe the tables for lunch, staff give them lots of cuddles and explain about taking turns. Staff use individual care plans to meet children's individual needs. For example, they put babies to sleep at times they sleep at home and stay with them so they settle, while listening to music. Babies show a strong exploratory approach and develop their senses as they handle paint, modelling dough and sand. However, staff do not always adopt a flexible approach to daily nursery routines, to increase the opportunities for children to play outside and promote their exploration in different environments. Children develop independence as they help themselves to play equipment. Staff stay close to children and show them how to use the play equipment, which promotes children's interest in making discoveries.

Children are provided with healthy and nutritious snacks. The nursery employs a cook who creates home cooked meals using a seasonal menu. Children's independence and self-help skills are promoted, as they serve themselves and clear away their plates after eating. Children are provided with a very good range of indoor and outdoor play equipment that captures their interest in learning. They show motivation and enthusiasm as they make marks on the fence using brushes, sponges and water and vigorously push wheeled toys around the grass. Children play outside most days, all year round, due to the attractive, spacious and well resourced undercover areas. Children learn about their own safety and are involved in some risk assessments. They wear high visibility jackets and complete check lists of the premises with staff to identify any potential hazards.

Staff fully promote children's inclusion. They work on a one to one ratio with some children with disabilities and provide them with the support they need to join in all activities. Children develop a positive awareness of diversity, through visits from children who are part of the Children's Trust where the nursery is based. Their awareness of different cultures and religions is generally well promoted. For example, staff in the pre-school room have recently asked parents to provide cultural items from home to share with all the children. All children play with some resources that reflect positive images, such as puppets. However, these are not always varied or made easily accessible. This reduces children's knowledge of similarities and differences in communities and traditions. The nursery works closely with the local school to provide exchange visits that help children settle when they first start. Staff use link books to communicate with other early years settings that children attend to help promote consistency in children's learning.

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

The organisation uses effective systems to show that staff are suitable to work with children. All staff who work in the nursery have had appropriate checks completed. Safeguarding requirements and policies and procedures are effectively implemented. Staff

complete child protection training and the organisation regularly reviews and updates all safeguarding policies and procedures. Management follow the safeguarding policy thoroughly in the event of any concerns and this further promotes children's welfare. The premises are safe and secure. The building is located within an enclosed gated development and the front door of the nursery is fitted with a monitor and intercom system. This means that children cannot leave the premises unsupervised. The organisation and nursery staff complete risk assessments of the premises and outings, which are reviewed and updated. Staff are vigilant about reducing potential hazards, particularly in relation to the large range of accessible media that children use during their play. Children's activities and progress are closely monitored. The organisation employs a quality development leader who visits the nursery and works with staff in all the group rooms to develop their practice. They have good opportunities to attend training through the organisation and the local authority and share what they have learnt with the whole team. This enables staff to develop strategies, for example, with managing children's behaviour and knowing when to join in children's play and when to leave them to play independently.

All recommendations made at the last inspection have been met. Self-evaluation is good. The manager consults with staff, parents and children to seek ideas for improvement, which are implemented through the use of an action plan. Since the last inspection, the nursery has established a parents' focus group, who help the manager and staff to identify and implement areas for improvement. As a result, the nursery have introduced additional outings and set up email contact with parents with information about activities and events. The nursery has acted on parents comments and organised evenings where messy play activities are set up for parents to play with. This has helped parents develop a better understanding of how children learn through experimentation.

Staff communicate well with other providers, schools and professionals to identify all children's needs and ensure they receive continuity in their care and learning. Staff telephone local schools that children attend and speak to their teachers to identify and share learning priorities. Staff use targets in reports from physiotherapists and portage workers to create Individual Education Plans that are shared and agreed with parents. Staff take children on weekly outings to a soft play facility and multi-sensory room in the Children's Trust grounds where the nursery is located. Parents spoken to during the inspection are happy with the nursery. For example, they said 'the staff are friendly, tell us what our child has achieved and are interested in listening to what our child has done at home. The outside play area is good.'

### **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>	122540
<b>Local authority</b>	Surrey
<b>Inspection number</b>	918328
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	56
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Buffer Bear Ltd
<b>Date of previous inspection</b>	17/03/2009
<b>Telephone number</b>	01737 365 097

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## 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.

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