

Buffer Bear Nursery @ Heathrow

Sipson Lane, Sipson, WEST DRAYTON, Middlesex, UB7 0JG

Inspection date

18/06/2013

Previous inspection date

07/09/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Children make excellent progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities available for them.
- Children are looked after exceptionally well through the successful implementation of the excellent key person system.
- Children with special educational needs and/or disabilities, and their families, are given outstanding support. Much emphasis is placed on partnerships with parents and other professionals.
- The management team share a strong commitment to the continuous development of the setting's practice in order to further enhance outcomes for all children.
- Staff are highly motivated and passionate about their role within this wonderful setting.

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 and interaction between staff and children during free play and planned activities in all rooms of the setting, during lunch time and outdoor play.
- The inspector held a meeting with the manager and area manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector sampled the setting's policies and procedures and evidence of staff suitability.
- The inspector spoke to parents and children.

Inspector

Katie Dempster

Full Report

Information about the setting

The Co-operative Childcare Heathrow is one of a national day nursery chain owned by Midcounties Co-operative. The setting registered in 1997 and operates from self-contained premises in a residential road in West Drayton. Children are grouped in rooms according to age and stage of development. There are two outdoor areas; for use of the older and younger children. The nursery serves the needs of families in the area and the local community. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 86 children on roll. The nursery operates each weekday from 7.30 to 6.30, excluding bank holidays. Children attend for a variety of sessions. There are 11 full-time staff currently working with the children, the vast majority hold a recognised early years qualification. The setting receives funding for two, three and four year olds. Support is in place for children with special educational needs and/or disabilities and children learning English as an additional language.

What the setting needs to do to improve further

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

- further enhance all children's mathematical development by planning activities which draw children's attention to patterns.

Inspection judgements

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

Children are engaged, confident and eager to learn. The welcoming and creatively resourced environment encourages children's development across all areas of learning exceptionally well. The system for observation, assessment and planning is highly effective. Staff use their observations to identify next steps for children and, along with their known interests, use this information to inform planning with great precision. Activities capture children's interest and support their learning extremely well. As a result, children make rapid progress. The quality of teaching is very high and consistent across the whole setting. Staff have secure knowledge of how children learn and use this to underpin their learning and development across all areas. Staff are skilful in joining in with play sensitively, fitting in with children's ideas. Staff demonstrate they have high expectations of the children. This has a wonderful impact as children show significant confidence in themselves and are widely independent. For example, children are seen taking ownership at the computer station. They sit down and write their name on the

laminated indicating it's their turn, use the egg timer to measure the time they spend on the computer and operate the programme without requiring any help or prompt from staff.

Children in the pre-school room demonstrate advanced communication skills. They are able to express themselves effectively and use a range of tenses. For example, when chatting to visitors, they happily talk about past activities they have enjoyed and what they did. They go on to talk about what they are looking forward to such as, 'I'm going to my friend's house after nursery tomorrow!' Children develop listening and attention skills from a very young age. Children as young as one are able to sit among their peers at circle time. They enjoy a clapping game and follow the actions as they wave 'hello' to their friends. Staff provide novel ways for children to explore their early writing. There are opportunities throughout the environment for children of all ages to make marks, draw and write. Babies and young children enjoy the sensory experience of making marks on the concrete with paint brushes and water. They make a range of marks with different strokes. Older children have use of a writing tool box for them to take into any area of the room and use their writing skills. Children have access to a highly print-rich environment. Labels, signs and text, in all languages spoken by the children, are displayed everywhere for children to look at and learn from. This helps children learn how we gather information from printed words and helps children to value the languages of others.

Children demonstrate wonderful imaginative skills. Older children make full use of the hugely well-resourced home corner. They have great fun pretending to shop as they rummage through the play food, play with the money and credit cards, operate the till and wander around wearing their handbags. Younger children have access to an inviting indoor sensory garden. Staff carefully plan the area to incorporate a range of textures and materials. Children enjoy touching the real grass and rub their hands over the soft fabrics. Children have easy access to a rich array of creative resources, such as collage materials, painting easels and other messy play activities. Staff make effective use of displays to encourage children's mathematical skills. Children use the interactive number lines to explore numbers and play with numbers, shapes and mathematical signs around the environment. In the construction corner, staff provide stimulating resources that are open-ended and that can be used in a variety of ways, such as a range of large and small boxes for children to experiment with. Children find innovative ways of exploring shape and measure as they try to fit inside the boxes, demonstrating they are active learners. There are fewer opportunities planned by staff for children to fully explore ways of using patterns to further enhance their mathematical skills. Outside, children have tremendous fun. They enjoy play in the 'mud kitchen' where they can play in wet or dry mud, explore with water which they get from the water butt and engage in pretend play as they use the microwave to 'cook' their mud pies. Babies enjoy the play house and exploring with the soft play bricks.

Through the exceptional emphasis placed on working with parents and ongoing partnerships with other professionals involved, children with special educational needs and/or disabilities, and their families, receive first class support within the setting. The special educational needs coordinator and room leaders work in unison with other relevant professionals to ensure the needs of the children are explicitly identified and instructions are strictly followed. As a result of the highly effective implementation of children's

Individual Development Plans, all children make excellent progress. The nursery entirely values parents as partners and places the highest priority on encouraging parents to contribute to their children's learning. For example, 'wow vouchers' are used for parents to capture observations at home that are then used to inform planning. Parents are invited to curriculum meetings to find out about the Early Years Foundation Stage framework and how staff promote learning through play. Staff provide parents with ideas of how learning can be extended at home, linked specifically to each child's developmental needs.

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

Staff entirely adopt their role as key person. Throughout the setting, children receive tailored care and learning opportunities from their key person. Staff caring for the youngest children find creative and effective ways to best meet the needs of the children; for example, designing a care routine book that holds all the relevant information regarding the needs of the children. Staff constantly liaise with one another, discussing care routines and sharing information. This results in young children being exceptionally well looked after. Furthermore, young children feel secure as a result of the consistency established, meaning they form close and trusting relationships with their key person early on.

Children's behaviour is exemplary because they spend the day thoroughly absorbed in meaningful play. Children show they are aware of the boundaries and respond to instructions from staff without further prompt. Staff use positive reinforcement effectively, offering lots of praise and encouragement when children display good behaviour or achieve a goal. Children display blossoming friendships. They are seen being kind and gentle to one another and demonstrating excellent social interactions. Children speak fondly of their peers. As one child says to her friend, 'I love your smile!' The 'class room' monitor in the pre-school room is allocated each day. When asked to describe what they have to do as the monitor, children say, 'we have to help the other children and set up for lunch'.

Staff closely follow the policy and procedure in place for administration of medication and receive training on the specific care needs of the children attending. They gather information on children's dietary requirements to ensure those with allergies, cultural observances and other dietary needs are well catered for. Children learn about healthy lifestyles from young age. The youngest children are given large wipes before snack and lunch for them to wipe their own hands. Older children use the toilet, wash their hands and dry them independently.

The extremely well planned environment enables children on the lower ground to benefit significantly from the free access between indoors and outdoors. The doors to the garden remain open, allowing children the choice of where to play. The pre-school children upstairs also enjoy much time in the garden. The vast range of equipment and resources enables children to engage in plenty of physical exercise that involves climbing, balancing, and negotiating space and weight. Younger children climb confidently and pull themselves

up on the age appropriate climbing equipment. They use their bodies to move in a range of ways, for example, using their weight to move backwards and forwards on the see-saw. Staff provide a range of resources, such as tool boxes, traffic lights and images of police officers. These familiar images provide children with opportunities to think, talk and learn about safety. Staff also plan fun and novel experiences for children to learn control of their own safety. For example, staff set up the sand play as a builder's yard, including pretend tools, blocks of wood, high visibility jackets, hard hats and cones to fully enhance children's play and learning. As a result, children develop excellent physical skills and learn about risks and moving safely.

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

The leadership and management of the nursery are exemplary. The management team has a passion to provide high quality care and education for children. This is successfully shared with their motivated and highly enthusiastic staff team, who show pride in their contribution to this wonderful setting. There is a strong commitment towards the continuous development of the nursery in order to maintain the existing strong practice. This results in rigorous and accurate self-evaluation of practice, widely incorporated into the setting. The delivery of the learning programme is monitored to ensure that practice is consistently high and that every child's needs are incorporated into the planning. The continuous professional development of staff is fully endorsed in order to further develop their knowledge and skills for the benefit of the children and their families.

Arrangements for safeguarding children are securely in place. All staff have received training in child protection and demonstrate a secure understanding of the thorough safeguarding policy in place. Staff are aware of their duty to report concerns about the welfare of children and know the procedure to follow. Staff conduct daily checks on the premises and robust written risk assessments help the manager to follow up on any safety concerns. Rigorous recruitment procedures are in place. This results in children receiving care from suitable, qualified and experienced staff.

Parents and carers are fully included and consulted at every stage of their child's time at the nursery. In addition, staff are highly proactive in seeking the views of parents, that are then used to bring about further improvement to the setting. For example, parent representatives provide feedback for the manager, and displays of actions the setting has taken as a direct response to the feedback is on display for all parents to see. At the inspection, parents spoke highly of the setting. They stated that they are fully informed about their children's progress and they receive updates every day. Many comments also highly praised the 'supportive staff team'.

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

Unique reference number	139108
Local authority	Hillingdon
Inspection number	918635
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	86
Name of provider	Buffer Bear Ltd
Date of previous inspection	07/09/2010
Telephone number	020 8759 5457

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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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