

# Buffer Bear Nursery @ New Addington

Castle Hill Primary School, Dunley Drive, New Addington, CROYDON, CRO 0RJ

<b>Inspection date</b>	27/06/2013
Previous inspection date	13/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff engage with parents positively to support their children's development and learning in the nursery and at home.
- The nursery offers a wide range of activities, which help children to learn new skills and make good progress in their learning.
- Most children are settled and enter the setting smiling and happy. They have formed positive attachments to staff due to the strong key person system.

### It is not yet good because

- The provider has not ensured that staff have a consistent approach maintaining records with regards to behaviour management.
- The provider has not ensured that management follow the nursery safeguarding policy accurately. Therefore inconsistencies have occurred in procedures.
- Staff do not provide a wide range of freely available creative resources in the outdoor area and sometime rely on pre-cut templates rather than allowing children to develop their own creative ideas.

## 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 the playrooms and the outside learning environment.
- The inspector completed a joint observation with the quality improvement manager.
- The inspector held meetings with the deputy and area managers.
- The inspector looked at a selection of children's assessment records and planning documentation.
- The inspector took account of views of parents spoken to during the inspection.

## Inspector

Linda du Preez

## Full Report

### Information about the setting

Buffer Bear Nursery @ New Addington registered in 2005 and is a privately owned setting, which is part of a large chain. It is situated in a purpose-built building consisting of three main playrooms, with toilet and kitchens facilities, an office and an enclosed outdoor area. It is located in the grounds of Castle Hill Primary School in New Addington, in the London Borough of Croydon. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am until 6pm throughout the year, only closing for bank holidays and staff training days. There are 95 children on roll age three months to five years. The nursery employs twenty members of childcare staff. Of these, 17 hold appropriate early years qualifications, including 13 at level 3 and three at level 2. The nursery provides funded early education for two, three and four year old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- keep a record of any occasion where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person or to manage a child's behaviour and ensure that parents and/or carers are informed on the same day, or as soon as reasonably practicable
  
- ensure that the safeguarding policy and procedures is followed at all times with particular regard to the action to be taken in the event of an allegation being made against a member of staff.

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

- provide a wider range of freely available resources for children to explore their own ideas, such as mixing colours, joining things together and combining materials within the outdoor environment.

## Inspection judgements

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

Children make suitable progress towards the early learning goals in this bright and well resourced nursery. Staff engage parents to find out their children's starting points so that they can build on what children already know and can do from the earliest opportunity. They continue to observe children and take photographs to record their achievements and plan for their next steps for learning. Systems are in place to add parents' contributions to their children's progress records and staff carry out the required assessments when children are between the age of two and three years. Therefore, staff have a clear picture of where children are in their learning and plan effectively for children's individual learning and development.

Staff working with babies tune to babies' gestures and respond enthusiastically when young babies babble and talk. This encourages babies to communicate, as they know that staff understand them well and will respond to them. For example, babies point to their facial features and staff call out the names for their eyes, nose and mouth and ears. Babies delight in this response, smile and chuckle as they learn new words. Staff praise them and extend their communication further by singing action songs, which babies join in and copy actions.

Children learn about the natural world as they grow plants in the outdoor area and learn about the seasons through the positive outdoor experiences. Staff support toddlers well and join in with their play to support their learning. For example, as children dig in mud, staff talk about the best tools for the task and what they will find as they dig. Toddlers respond by talking about how they may find bugs and worms as they dig. Staff working with older children ask questions such as "how" and "why" to extend their learning. They ask questions about the sizes, shapes and colours of worms, which supports children's mathematical thinking. These positive learning experiences help children to develop suitable skills to prepare them for starting school.

Children across all age groups enjoy listening to stories and look through books in the cosy book areas in each room. Staff display signs around the indoor and outdoor area to teach children that words carry meaning. Some children write their names and develop an interest in words as a result.

Children have active imaginations and enjoy playing in the role play areas inside and out. Most staff plan well, according to children's individual interests, such as providing opportunities for them to create shapes and follow creative processes when they are interested in malleable materials such as dough. However, staff sometimes rely on templates and pre-cut shapes when planning creative art activities. They do not provide enough freely available resources for children to explore their own creative ideas.

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

Each child is allocated a member of staff who helps them to settle in and feel secure. Babies form strong attachments to staff, which they show by crawling enthusiastically towards them and enjoying cuddles and affection. Older children seek support when needed and express their feeling and thoughts to the supportive staff. Staff work well with

parents to talk about each child's care needs and routines.

Staff provide resources at low levels, such as treasure baskets and books, so that babies can crawl and help themselves to what they want to play with. Staff support their physical development by praising them as they crawl across low level play equipment. They teach toddlers to wash their hands and talk to them about what they are doing and why. Consequently babies make good progress in their self care skills and independence. Staff ensure that all children wash their hands prior to eating and after toileting to support children's well-being and good health. Staff gather appropriate information about each child's dietary requirements to ensure they are provided with suitable food. Children help themselves to water throughout the day and enjoy eating tasty snacks, which are prepared fresh each day.

Older children make progress in their physical development as they enjoy playing in the inviting outdoor area. They learn to take risks using a variety of equipment to try their skills in climbing, balancing and cycling.

Staff are positive role models who manage children's behaviour calmly and offer clear guidelines. Consequently, children behave well; they take turns and share toys willingly. Staff offer an appropriate balance of support, while also enabling children to try things out for themselves. Their approach helps children to develop self-confidence and independence.

Staff help children prepare emotionally for the changes they will experience as they move on to school. They arrange visits to the adjoining primary school. They invite teachers to visit the provision and make the most of opportunities to help children feel positive about the changes they will experience through discussions about uniform, school routines and people they may meet. Their encouraging approach helps children to feel positive about the next stage in their education.

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

The inspection was brought forward because of a notification from the provider relating to an allegation against a member of staff. Although management followed the correct procedure in notifying Ofsted and the Local Area Safeguarding Board of the allegation, they did not follow their own safeguarding procedure correctly, whilst carrying out internal investigations. Furthermore, procedures for recording when physical intervention is used to manage a child's behaviour are unclear. However, all staff have received training on child protection so that they are aware of the systems to follow should they have concerns about a child in their care. The designated person and management have attended extended training that enables them to identify, understand and respond to concerns to help safeguard children. Management work closely in partnership with outside agencies and liaise well to support families. Therefore, oversights in procedures had no direct impact on children's welfare and management now ensure that all policies are implemented correctly. The nursery has suitable recruitment and induction procedures in

place.

The management team has a clear understanding of the learning and development requirements. They monitor planning and assessment to ensure that staff assess children's learning and development and support their progress across all areas of learning. Management and room leaders review the planning and observations regularly to make sure that the staff meet children's needs and identify any gaps in children's learning. They have good systems in place to seek intervention for children with special educational needs and/or disabilities.

The team is very reflective and evaluate the provision well to identify anything which they could improve. They receive good levels of support and an area quality manager company training sessions support their professional development. Management have carefully considered and addressed all recommendations and actions from previous inspections. Furthermore, staff have worked very hard to improve the system for monitoring children's progress and ensuring all staff know how to promote effective learning. Consequently, staff have a clear understanding of how children learn and plan a challenging range of activities to support their learning further. This demonstrates how the team assesses their strengths and makes plans for improvement to bring about improved outcomes for children.

The nursery team is formed positive partnership with parents and keeps parents informed about their children's routines, care and learning through discussions and meetings. They provide useful information on a company website, newsletters and notice boards. Parents contribute to regular questionnaires and management feedback their findings and responses. Parents say that they are happy with the provision, recommend it to friends and appreciate the good communication between the nursery and home.

### 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
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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>	EY302223
<b>Local authority</b>	Croydon
<b>Inspection number</b>	922674
<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>	95
<b>Name of provider</b>	Buffer Bear Ltd
<b>Date of previous inspection</b>	13/06/2011
<b>Telephone number</b>	01689 809 793

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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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