

# Buffer Bear Nursery @ Reading

Buffer Bear Ltd, 7 Valpy Street, READING, RG1 1AR

<b>Inspection date</b>	06/08/2013
Previous inspection date	29/11/2010

<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

- Children enjoy their time at the nursery and make good progress because staff plan effectively for their individual needs and make timely interventions when needed.
- The manager inspires her staff to be motivated and efficient in their roles. Therefore, staff morale is strong and staff retention is good. Staff have extremely warm bonds with children.
- The partnerships with parents and others involved in the care and development of children is very good.

### It is not yet outstanding because

- Staff do not take all opportunities to make use of the outdoor area to support children's progress across all areas of learning.
- Staff do not always fully adapt activities to enhance children's learning further.

## 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 children in their play and in their interactions with staff.
- The inspector spoke to staff, children and parents.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector took part in a joint observation with the manager.
- The inspector read and took into account the self-evaluation form submitted by the nursery.

## Inspector

Aileen Finan

## Full Report

### Information about the setting

Buffer Bear Nursery at Reading is part of chain of nurseries nationwide trading under Mid-counties Cooperative Childcare. It opened in 1996 and operates from converted premises in a listed building in central Reading, Berkshire. The nursery provision is set over three floors and children share an enclosed garden for outside play. There is also an indoor garden. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 110 children in the early years age range on roll. The nursery is open each weekday from 7.30am to 6.30pm all year with the exception of public holidays. The nursery receives funding for early education for three and four year-olds. Children attend from the local area and surrounding communities. The nursery currently supports children with disabilities and/or special educational needs, and also supports a number of children who speak English as an additional language. The nursery employs 21 qualified staff. Of these, the manager holds a Foundation Stage degree and 13 staff have relevant childcare qualifications. Of the remaining staff, six are completing qualifications and two are unqualified. The nursery also uses five regular bank staff who have appropriate childcare qualifications. Two cooks and a cleaner work with the nursery.

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

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

- explore how staff adapt and extend children's learning through their teaching methods to extend the experiences for individual children
- further extend the learning opportunities and resources for the outdoors to include all areas of learning more thoroughly so that children can explore and therefore deepen their curiosity through active play.

### Inspection judgements

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

Staff demonstrate a very good understanding of the learning and development requirements for the Early Years Foundation Stage. They plan effectively to support children's needs and learning by using individual planning and accurate assessments of the children. These assessments are based on children's starting points and interests, and are maintained consistently as children move through the nursery age groups. Staff have a good knowledge of children's backgrounds and emerging interests. There are very good

partnerships with parents who contribute to their children's learning records.

Children demonstrate they are very happy at the nursery. They are active learners who are eager to join in and have fun as they learn. Indoors, children enjoy and benefit from a broad range of stimulating toys, resources and activities, which provide them with rich and imaginative experiences. These significant experiences promote children's learning and development effectively across all seven areas and consequently children make very good progress. However, although staff have evaluated about how they offer children extended learning experiences outside, they have not consistently put this into practice. Nevertheless, children thoroughly enjoy activities, such as acting out familiar stories together as a group, running and hiding from a bear as if they were scared. They also play together enthusiastically in 'what's the time Mr Wolf' where opportunities to understand number and sequence are used effectively.

Staff help children to be curious in their learning. For example, children talk to staff about a charity sky dive that staff have taken part in and are clearly engaged and interested as they look at the photographs and listen to staff recall their dives. Staff help young children to explore the difference between big and little. Other children discuss the dinosaurs they play with and babies experience early mark making and sensory play using corn flour. Staff are confident to know when to interact in children's play. However, they do not take all opportunities to proactively extend and adapt discussions purposefully or consider how to help children be more curious about what they do. For example, by talking about volume and capacity when children are keen to experiment with water. Nevertheless, there is very good communication between the staff and children, who as a result are making good progress in their communication and language. Timely interventions ensure that children receive the support they require when needed and overall children are confident and ready to commence on to the next stage in the learning.

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

Children are extremely happy and engaged in their play. The clear settling in procedures helps children to settle confidently. They are supervised effectively by staff who are very skilled in supporting their needs and in providing a strong base for them to develop emotional bonds, attachments and independence. Babies feel secure and content and demonstrate they are happy to snuggle up for cuddles. Staff have a very good understanding of the babies' routines and support these exceptionally well. The effective key person system means that children are making good progress in their personal and social well-being and that their health and safety are highly nurtured. Consequently, they are very well prepared for the next stages in their learning.

Staff are very good role models, who demonstrate a high sense of pride in their roles. They give children extremely clear messages about safety, for example when using the stairs and in playing safely outside. Children learn about why it is important to receive plenty of fresh air and exercise. There are regular opportunities for all children to use both the indoor and outdoor gardens throughout the day, which supports their physical development.

Children's behaviour is exceptional. They have warm bonds with their friends and the staff. For example, children happily play together, share resources, and listen as someone speaks. They understand their responsibilities for example in helping to clear away and tidy up resources. Children enjoy nutritious and healthy meals and snacks provided and freshly prepared daily at the nursery. Older children are independent in using cutlery and pouring drinks. They talk about their fish pie and vegetables and explain that carrots help them to see in the dark. Staff understand children's dietary needs and any allergies or preferences and adhere to these at all times.

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

Management and staff are committed to children's safety. They demonstrate a very good understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. All staff complete safeguarding children training as part of their rigorous initial induction. Therefore, staff understand their responsibilities to safeguard children and the procedures to take should they have a concern about a child in their care. Management implements robust policies and procedures, which staff adhere to in their daily practice. These policies are shared with parents so they understand the procedures that support their children's health, well-being and safety at the nursery. The nursery team review these procedures regularly. They also review staff knowledge at staff meetings and seek further training, so that children can learn and play safely and happily.

The leadership and management of the nursery are inspirational. The manager strives for strong practice. Staff moral and retention is very high. Recruitment procedures are effective and therefore, ensure that the adults working with children are suitable to do so. Staff receive regular supervision to promote their personal development. Staff deployment is effective in meeting the needs of the children. The nursery has robust systems for evaluating their priorities and in identifying future targets, through action plans, staff supervision. They take into account the views and suggestions of children and their parents, in order to improve their practice further. The nursery team are therefore confident to demonstrate and highlight their strengths.

The nursery successfully promotes children's learning, particularly in relation to children's communication and language, physical development and social relationships. Staff value the contributions that parents make in relation to extending home-nursery learning through their 'wow' vouchers, which record and celebrate children's achievements. These partnerships support the high achievements of the children attending. The nursery has well-organised systems to determine children's individual starting points through discussions with parents and the initial observations completed by staff. Likewise effective systems for transitions between age and stage rooms support children's progress; and helps children to meet their full potential. Staff identify children's needs quickly through consistent planning and assessment. Consequently, they have an accurate understanding of children's achievements and capabilities and plan for each child's individual learning. These next steps are shared regularly with parents so they are part of their children's

learning.

Children make good progress overall in relation to their starting points. Parents are very positive about the care their children receive. Highly productive partnerships with others, including speech and language therapists make a valuable contribution to meeting children's needs. There are established arrangements in place with feeder schools so that children can move confidently on to their next stage of learning.

### **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>	116788
<b>Local authority</b>	Reading
<b>Inspection number</b>	909489
<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>	78
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Buffer Bear Ltd
<b>Date of previous inspection</b>	29/11/2010
<b>Telephone number</b>	0118 9560341

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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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