

Buffer Bear Nursery @ Burton

Burton Hospitals NHS Trust, Belvedere Road, BURTON-ON-TRENT, Staffordshire, DE13 0RB

Inspection date	10/09/2013
Previous inspection date	20/04/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The manager is an inspirational leader and has high expectations of herself and her team. This results in high quality care and learning experiences, for all children.
- Children make rapid progress in their learning and development, through child-led and play-based activities.
- The outdoor learning areas are exceptionally well organised, to provide maximum opportunities for children to explore and investigate.
- Staff are highly committed to equality, diversity and inclusion. This creates a positive and welcoming environment for children and their families.
- Exceptionally strong partnerships with parents and other childcare professionals, supports highly successful transitions between the child's home, the nursery and school.

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 main play rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager, of a children's learning activity outdoors.
- The inspector held meetings with the manager of the provision, and one of the company area managers.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the self-evaluation form and improvement plan.
- The inspector took account of the views of children, staff and parents spoken to on the day, and from information included in the nursery's own parent and internal survey.

Inspector

Jayne Rooke

Full Report

Information about the setting

Buffer Bear Nursery @ Burton was registered in 2004 and is managed by The Co-operative Childcare. The nursery operates from single-storey, static premises and is situated within the grounds of Queens Hospital in Burton-on-Trent, Staffordshire. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 24 members of childcare staff. The majority of staff hold appropriate early years qualifications at level 3. The manager holds a degree in early years. The nursery opens Monday to Friday all year round. Sessions are from 6.45am until 6.30pm. Children attend for a variety of sessions. There are currently 78 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak 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:

- extend communications between key persons and parents who speak English as an additional language, in order to further enhance their child's learning between the nursery and home. For example, by using visual and verbal prompts to support parent's home language during daily exchanges of information.

Inspection judgements

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

Staff skilfully plan a broad range of stimulating, and purposeful, play and learning experiences, which ignite children's curiosity, interest and fascinations. They use their expert knowledge of how children learn to observe, monitor and assess each child's development pathway. As a result, children make significant progress in the prime areas of learning, from an early age. Staff carefully gather and evaluate information, to guide and inform next steps planning. This ensures that all children move towards the specific areas of learning, with increasing levels of confidence and ability.

Children have lots of fun and develop the skills to explore, investigate, ask questions, and to think and make decisions, as they move freely between the inviting indoor and outdoor

play areas. For example, young children show high levels of interest in the outdoor musical instruments. They express feelings of joy and excitement as they listen to a variety of sounds. Staff skilfully support children's active learning, by encouraging children to have a go and test things out. In this way, children quickly learn how to tap the drum gently to create a quiet sound, and to bang the drum harder, to make a louder noise. This successfully promotes their creativity and communication, and enhances their physical and sensory development.

Children spontaneously visit the natural environment area, where they become engrossed in conversation about the routine care of the nursery chickens. This builds on, and develops, their own interests. As a result, young children communicate their own thoughts and observations, as they say 'look, look he's eating grass'. Staff skilfully respond to children's enthusiastic voices, by repeating words and phrases that enhance children's speech and language. Children receive lots of positive praise for 'good listening' and 'good talking', which helps them to feel valued and proud of their accomplishments. Children's learning is further enhanced, as staff draw their attention to the size and length of the pieces of grass offered to the chickens. This introduces mathematical thinking to an enjoyable and practical experience. Consequently, children use mathematical language to describe what they see, and to draw comparisons between 'long, short' and 'big' objects.

Staff actively encourage children's exploratory nature, by inviting them to look and see if the hens have 'laid any eggs today?'. This prompts interesting conversations about the process of laying eggs. Consequently, children develop a broad understanding of the natural world. Staff continually prompt children's thinking and communication, by asking open questions such as 'what else can you see?', 'what happens if?'. They show sensitivity towards children who are new to the nursery, by giving them time to observe from a distance, until they are ready to join in with the rest of the group. This supports children's growing confidence and ability to interact with others.

Younger and older children delight in further sensory explorations, as they play in the 'mud kitchen' and use their hands to feel the texture of the dry peat soil. Staff offer high levels of support to each child, enabling them to discover new and unusual experiences through their investigative play. They know when to intervene to enhance children's learning, and when to leave children to investigate and explore by themselves. As a result, boys and girls play cooperatively to make dens, castles and tracks in the construction den and the sand tray. They use a variety of accessible tools and utensils to support their play, and invent imaginative stories as they dig, build and construct.

Children have excellent access to a wide range of story, information and interactive books, including a range of dual language resources. This inspires all children to engage in pleasurable 'reading' activities. This significantly enhances children's ability to listen to a story, read print and text, and to actively participate in exciting action songs and rhymes. Staff skilfully use some visual prompts and sign language techniques, to further enhance children's learning and enjoyment. Writing and creative materials are readily accessible, and attractively presented. As a result, babies and young children create a range of marks and patterns as they print, paint and 'draw'. Pre-school children form recognisable shapes and letters, as they draw pictures and learn how to write their name. This promotes children's physical and literacy development, and supports their continuing progress to

their next stage of learning.

Babies and young children gain good control over their physical movements, as they move from crawling to walking, in an exceptionally supportive environment. Older children confidently climb, slide and manoeuvre wheeled toys, as they gain more confidence to explore the small and large play equipment. This successfully promotes children's physical and cognitive development.

Parents are welcome participants in their child's learning. Staff invite their ideas and suggestions to support each child's 'learning journey'. Detailed information about their child's progress and development is shared daily, and at parent consultation events. Reliable translations are used when needed to help families who speak English as an additional language share information about children's needs when they first start at the nursery. Key persons strive to communicate what they know about individual children on an ongoing basis using basic words in the family's home language. However, there is scope to further expand this aspect of their practice by using recognisable signs and symbols, to further enhance meaningful communications with parents on a daily basis.

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

Staff provide a warm and welcoming environment that helps children to feel happy, safe and loved. Children form strong bonds with their individual key person, and receive high levels of support from their 'second, key person buddy'. This ensures that children's needs are constantly maintained, throughout the day. Key persons work closely with each child's parents, from the onset. This develops positive and trusting relationships, which secures children's emotional well-being. Consequently, children separate more happily from their parents, and move to their next stage of learning with confidence.

Younger children respond with excited anticipation to familiar activities of the day, and follow simple instructions as they prepare for songs, stories, meal-time and sleep-time. They learn how to manage their self-care through the daily routine, demonstrating high levels of independence, as they brush their teeth and wash their hands. Older children enthusiastically join in with simple domestic tasks such as, cleaning the table ready for lunch-time. They know that a 'yellow' cloth and 'squirty spray' is best to use, to make the table clean. They know to put the cloth away in the laundry basket, when they have finished. This helps them to adopt a positive and responsible approach to good health and hygiene.

Staff are vigilant about children's safe care, and keep a close and watchful eye on them at all times. Older children are encouraged to observe safety rules such as, being careful as they run, climb and jump. Babies receive high levels of supervision, throughout their routines and play. Accessible resources, such as role-play road safety games, encourage children to adopt safe and considerate behaviour.

Children form strong bonds and friendships within the nursery, because they enjoy small and large group activities and events together. Rooms are exceptionally well maintained

and organised, creating an open and friendly atmosphere, in which children thrive. For example, children particularly enjoy looking through the low-level viewing windows, to see what their siblings and other children are doing, in the adjoining room, or outside.

Children's good health is effectively prioritised. They enjoy nutritious meals and snacks, which consist of freshly-prepared meat, fruit and vegetables. They identify their own drink containers from their individual photograph label, and help themselves to a drink when they are thirsty. Their dietary needs are closely monitored, via a 'traffic light' indicator, which alerts staff to their individual requirements and preferences. Children benefit from regular fresh air and exercise throughout the day. They sleep and rest according to their individual needs. This successfully promotes their healthy growth and development.

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

Leaders and managers demonstrate exceptionally high standards and expectations, in their professional role and responsibilities. They offer high levels of support and reward to each member of staff, in recognition of their commitment and first-rate practice. This has a positive impact on outcomes for children. Consequently, the educational programmes are successfully implemented.

Safeguarding procedures are exceptionally robust. The manager of the nursery oversees a rigorous review of all safeguarding procedures, to ensure that children, staff and parents, receive the highest level of support when concerns arise. Staff are vigilant about children's safety, and clearly describe how to protect children from harmful abuse and neglect. They also understand how to protect themselves from allegations of abuse. For example, they follow stringent supervisory policies and procedures, to support their already safe practice.

Staff achieve high level qualifications, through a continuous programme of professional development. For example, the manager holds a degree in early childhood studies, and the majority of staff hold a level 3 qualification. In addition, staff attend regular training and review meetings within the nursery organisation. This has strengthened their knowledge and understanding, of how to create an inspirational learning environment. The nursery has successfully adopted the company policy, which promotes: 'democracy, openness, equality and social responsibility'. This has resulted in a series of excellent projects, which engage children's active understanding of the world, and teaches them to value people and diverse communities.

High quality self-evaluation drives forward plans for future progress. Consequently, children's views are sought to develop the use of resources and planned activities. Parents are involved in a representative group, and take an active role in the nursery's development plan. The company holds an internal quality assessment review, and have recently awarded the nursery a 'Gold' award for their high quality provision. Staff contribute their own thoughts and ideas, to evaluate best practice, and identify further opportunities for enhancing children's learning and enjoyment. This has brought about significant signs of success, with regard to children's achievements and partnerships with

parents. Plans for the future will significantly enhance children's outdoor experiences such as, an extended pathway into the nearby woodland area, and the development of a 'science garden'. As a result, the recommendation from the previous inspection, to use self-evaluation and quality improvement processes as the basis of ongoing internal review, has been successfully addressed.

Highly effective partnerships with other childcare professionals, leads to prompt action to support children with identified needs or those who speak English as an additional language. In addition, the two year progress check is well established, and effectively implemented. As result, all children receive the support they need to help them progress, at an early stage.

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	EY277937
Local authority	Staffordshire
Inspection number	934897
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	58
Number of children on roll	78
Name of provider	Buffer Bear Ltd
Date of previous inspection	20/04/2011
Telephone number	01283 547886

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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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