

Buffer Bear Nursery @ Burnley

Burnley General Hospital, Casterton Avenue, Burnley, Lancashire, BB10 2PQ

Inspection date

20/09/2013

Previous inspection date

12/01/2009

The quality and standards of the early years provision

This inspection:

3

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 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

- Children make good progress and achieve well. Staff have a good awareness of how children learn and create a stimulating and effective environment. This supports children's learning needs through the provision of challenging activities and experiences linked to their own interests.
- The key person system supports engagement with all parents. This means that children feel secure and receive the individual support they need.
- Relationships with parents are strong and contribute well to children's learning and development needs.

It is not yet good because

- The recruitment and selection of a new nursery manager is outstanding and therefore, arrangements for a culture of mutual support, team work and the monitoring of staff performance are not fully robust. The deputy manager is currently deployed to take charge but this is not consistent due to her part-time working hours.
- The self-evaluation, although, effective in supporting the development of childcare practice, does not include the views of parents, staff and children, to further assist in identifying areas for future development.

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 baby room, the toddler room, the pre-school room and the outdoor areas.
- The inspector held meetings with the area manager, deputy manager and carried out a joint observation with the deputy manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, policies and procedures and a range of other documentation.

Inspector

Wendy Fitton

Full Report

Information about the setting

Buffer Bears at Burnley was registered in 2004. The nursery is owned and managed by Cooperative Childcare @ Burnley. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The premises are situated on the site of Burnley General Hospital in Lancashire. The nursery is a workplace nursery for employees at the hospital and also serves the local area and some surrounding areas. There is access to individually enclosed outdoor play areas for the different age groups of children attending.

The nursery employs 15 staff, including a manager; of these 14 staff hold appropriate early years qualifications at level 2, 3 and above. The nursery opens all year round, Monday to Friday, 6.45am to 6pm. Children attend for a variety of sessions. There are currently 57 children attending, who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children, who speak English as an additional language.

What the setting needs to do to improve further

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

- put appropriate arrangements in place to recruit a new manager, who can consistently support and manage staff who have contact with children and families.

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

- review the self-evaluation process, in order to include the views of parents, staff and children, so children benefit from improvements made.

Inspection judgements

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

Children are happy and motivated to learn through the provision of interesting and challenging activities and experiences that meet their individual needs. Staff have a good knowledge and a clear understanding of how children learn. There is a sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. This is in order to prepare children for their

next stage of learning and onto school. Children have good relationships with their key person and engage in playful interactions with them and therefore, feel emotionally secure. Staff encourage children to explore and investigate their surroundings and enable them to move freely and independently in the open access indoor and outdoor environment. Children show they are confident to explore and make choices and decisions about where they want to play and follow their own interests. For example, they utilise the role play kitchen and use pasta, sand, apples and cooking utensils to make cakes and pies, based on their own experiences at home. Children develop their physical skills as they access the outdoor play areas and have time and space to enjoy energetic play. They use portable equipment and practise movement skills with balls, hoops, ride on toys and climbing equipment. They use different sized paint brushes and sponges in water and use one handed tools and equipment. For example, they snip paper with scissors and paint lines and circles using large movements. Young children enjoy taking on responsibilities as they are encouraged to clear their plates away after lunch and collect the place mats and they, therefore, develop their confidence and independence. Staff support babies to develop their personal skills as babies are familiar with routines for hand washing, sleeps and snacks.

Staff role model play and demonstrate to babies how to use the toys and equipment and babies copy as they dig in the sand and use spoons and tools to empty and fill different containers. Babies develop their sense of self as they recognise their own photograph on their place mat at lunch time. They show interest in toys with buttons, flaps and simple mechanisms as they use the activity centre to investigate what objects can do. Babies begin to make relationships and staff follow their leads by repeating their vocalisations and mirroring movements that encourage them to respond and mimic staff. Staff continually praise and encourage children to repeat single words and use actions to support words, which helps babies gradually link words to meaning. Children develop their growing communication and language skills and ask lots of questions, for example, who, what, where and why. The nursery environment is rich in print and children can learn about words through photographs, pictures, displays and posters. There are creative book areas where children can enjoy books together and lots of opportunities for children to use puppets and soft toys, which allows them to experience and talk about the different characters. Children use lots of number language during their play and talk about how many marbles they have collected in the hungry frogs game. They skilfully use a tape measure and calculate how long the piece of ribbon is and measure the tables and work surfaces.

Teaching is effective and assessment procedures are focused and comprehensive. Staff plan the learning programme from the information gathered from parents on entry to the nursery. Each child is assigned a key person to be responsible for their development, routine care practices and relationships with parents. Every child has an individual profile and learning journal. Staff have detailed knowledge of every child's needs and future needs and work closely with parents to discuss any gaps or individual needs that may need any further support. All children are showing expected levels for their age and in some areas are progressing above their expected level. Staff are fully aware of how children learn and plan to support their progress. Children are involved in all activities and well supported with their key person. Relationships with parents are effective and make a good contribution to meeting all children's needs. Staff discuss children's learning and

progress with individual parents on a daily basis and involve parents in any decisions about future learning needs. Staff share achievement updates with parents and engage them in parents' evenings twice a year. There are good home links for children's learning as parents are encouraged to take home a bear for the weekend. They receive a 'wow' voucher to feedback to staff about their child's learning from this activity, to extend the planning for individual children.

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

The key person system ensures that children develop close relationships and helps them to form emotional attachments. The key person is responsible for meeting the personal care needs of their key children. As a result, children remain comfortable and content. Children are independent and begin to acquire the skills and abilities in preparation for their future learning and school. Their behaviour demonstrates that they feel safe and secure within the environment and generally, their safety is given priority by staff. For example, babies interact with unfamiliar people knowing that there is a trusted adult close by. All children, from babies to pre-school, are encouraged to be independent as the environment is organised, so that they can select resources and make choices about what they want to do. For example, babies explore their surroundings with confidence and older children are adept at accessing resources.

Children respond to the praise and encouragement they receive when they complete a task. For instance, when they take a few steps independently. Staff provide clear and consistent boundaries and use positive praise and encouragement to teach children about appropriate behaviour. A behaviour management policy is followed and a designated member of staff takes responsibility for advising staff on behavioural issues. Records of significant incidents are recorded and parents are informed of these. Risk assessments, daily checks and security procedures means that children are cared for in a safe environment. Staff are deployed, so that children are well supervised and can access a suitable range of safe and developmentally appropriate toys and equipment. The designated special educational needs officer supports any children with special educational needs and/or disabilities on a one-to-one basis to ensure all needs are met and any support plans are followed.

Staff support the transition process from home to the nursery and as children move between rooms, through the implementation of the settling-in policy and procedure. For example, parents and children attend the setting for 'taster sessions' prior to starting and key persons accompany children on visits before they move to the next room. Children receive fresh air and exercise as they regularly access the outdoor environment, which helps them learn about staying healthy. They are provided with a varied menu of nutritious meals and snacks and are beginning to understand the need for a healthy diet. Children learn about risks and safety procedures, for example, as they participate in fire drills, learn to tidy away toys from the floor and understand about mopping up any spills. Children understand the dangers of climbing on chairs and that feet are for walking on.

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

Overall, the nursery is, generally, suitably organised. The appropriate procedures for recruiting, vetting and checking staff ensures they are suitable and safe to work with children. However, at present, there is no nursery manager in post and the deputy manager is not on site at all times. This means that a culture of mutual support, teamwork and continuous improvements are not consistently applied to staff, who have contact with children and families everyday. The deputy manager is working hard and closely with another manager and a newly appointed area manager from another locality in the chain of nurseries. Together, they ensure each child makes progress in their learning and that staff plan for individual children's needs. The staff team and managers ensure that the safeguarding policy is implemented securely in line with the relevant Local Safeguarding Children Board. The deputy manager is now designated to take lead responsibility for safeguarding children and is responsible for liaison with statutory children's services agencies.

The deputy manager has realistic expectations of the nursery staff and any improvements and action plans are highlighted. The self-evaluation, although, effective in supporting the development of childcare practice, does not include the views of parents, staff and children. This means that they are not involved in identifying areas for future development to benefit children. Strengths and weaknesses are identified and the overall environment is friendly with positive relationships with parents. Children are happy and have lots of learning opportunities. The recommendation from the last inspection has been addressed. For example, systems to link with other providers, carers and services to promote the integration of learning and development are in place to support children's transitions. Consequently, children receive the appropriate interventions they need, such as support from health professionals, early years support teams and teachers. Generally, suitable systems are in place to monitor staff performance, which include training, supervisions, appraisals and peer observations. Regular staff meetings also ensure all staff work consistently to benefit children.

Parents speak highly of the setting and express their satisfaction with the service provided. They state that the key person shares all information about individual needs through a communication diary and through daily discussions. Staff are really friendly and very welcoming. Parents are aware of what to do if they have any concerns and know that they can approach staff and that they will be listened to and their concerns dealt with.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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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

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| Unique reference number | EY284982 |
| Local authority | Lancashire |
| Inspection number | 932586 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 51 |
| Number of children on roll | 57 |
| Name of provider | Buffer Bear Ltd |
| Date of previous inspection | 12/01/2009 |
| Telephone number | 01282 427 786 |

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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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