

Buffer Bear Nursery @ Forum

The Forum Centre, Forum Square, Civic Centre, Wythenshawe, MANCHESTER, Lancashire, M22 5RX

Inspection date	16/09/2013
Previous inspection date	29/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff provide opportunities for children to develop their self-help skills, for example, by encouraging them to serve themselves at lunch time. Therefore, staff are developing children's independence and equipping them with the necessary self-help skills required for starting school.
- Babies are developing their senses through texture, colour and space, as staff provide them with a range of resources that promotes their curiosity, such as shredded paper and treasure baskets.
- Children with English as an additional language are supported well with learning English, as staff within the nursery speak many languages, giving them confidence.
- Staff are deployed well, therefore, meeting children's individual needs.

It is not yet outstanding because

- Staff do not always provide opportunities for children to extend their language and communication skills. Therefore, chances to further develop children's language and communication skills are missed.
- The settling-in time provided for children is not always sufficient enough to allow children to settle and adapt to new surroundings, therefore, there are occasions when children can become upset.

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 all four rooms of the nursery.
- The inspector spoke with the deputy manager at appropriate times throughout the day.
- The inspector took account of the views of three parents on the day.
- The inspector looked at a range of documents including children's files and the settings policies and procedures.

Inspector

Mary Chekired

Full Report

Information about the setting

Buffer Bear Nursery @ Forum was first registered in 2004. In 2010 the nursery transferred to the Midcounties Co-operative Childcare. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery operates from four rooms in a purpose-built building and is situated in the Wythenshawe area of Manchester. All children share access to an outdoor play area. The building is fully accessible for people with mobility difficulties.

The nursery is open each weekday from 7.30am to 6.30pm and closes on bank holidays. There are currently 124 children aged from three months to under four years on roll. The nursery supports children with special educational needs and/or disabilities, and also children who speak English as an additional language.

The nursery employs 18 members of staff. All of which hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- continue to monitor and evaluate the current policy for settling children into the nursery and the transition between rooms so that children benefit from timely introductions according to their individual needs

- enhance opportunities for children to consistently extend their language and communication skills by asking effective questions.

Inspection judgements

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

Children at this setting have access to an environment, which is well resourced. Therefore, they can choose from a wide selection of resources that offers them interest and challenge. Staff provide babies with a range of resources which promotes their curiosity. For example, shredded paper, treasure baskets, crawl in sand tray and toys with mirrors. As a result, children are developing their senses through texture, colour and space. Children in the older rooms have access to a range of resources, which supports their development across all the areas of learning, such as play dough, jigsaws, water play and

painting.

Staff in the Butterfly room have provided children with an environment, which is rich in print. For example, they label furniture and resources and tools in every area, which encourages children to make marks. Consequently, children are building awareness that print carries meaning. The room leader is in the process of making family books to be used in the book area to promote discussion, thereby developing children's language and communication skills. Staff further develop children's language by reading stories and looking at books with them. Children who have English as an additional language are supported well by staff who speak their home language. For example, children take part in a matching activity and are spoken to in both English and their home language, which ensures an understanding and enhances their confidence. Children in the pre-school room show they are confident, as they happily talk to visitors and ask them questions. Staff develop children's language and communication skills at lunch time as they sit in their key groups to talk. However, staff do not consistently ask children effective questions, which means that opportunities to further develop children's language and communication skills are at times missed.

Opportunities for children to access the outdoors and use large equipment is offered daily, therefore, children are developing their large muscle skills. Staff provide suitable equipment to babies, such as push-along toys for the non-walkers, which helps to develop their muscle strength in preparation for walking. Children enjoy singing counting songs and using calculators, which develops their awareness of number recognition. Numbers can be seen displayed around the rooms, which means that children can use them as reference points while playing counting and matching games. Staff provide opportunities for children to develop an awareness of the outside world by collecting leaves and making pictures with them. Children are encouraged to listen to the noise of an emergency vehicle as it passes and look at the rain as it splashes on the ground to learn more about the world around them.

Staff meet with parents at their child's induction to the setting to gather relevant information, such as their child's daily routine, their likes and dislikes as well as what their child can already do. Staff use this information to plan appropriate activities, which complement the child's existing abilities. Observations and assessments of children's learning are carried out regularly to ensure that activities provided are meeting and extending children's development needs. Parents are provided with a termly summary, which outlines what their child's achievements are, as well as identifying areas for development. The summaries are written around the prime areas of learning, which can be used by parents to extend their child's learning at home. Staff communicate with parents daily regarding their children. Staff provide younger children with a daily diary, which informs parents of their child's activities that day. Parents receive 'wow vouchers', informing them of their child's achievements. Parents are encouraged to use these to comment on what their child has done at home. This means that children's care needs and developmental needs are consistently being met.

Staff in the pre-school room support children's transitions for school very well. Each child's key person writes an achievement record based on the prime areas of learning, which is sent to the child's new school, along with children's individual files, which outline their care

needs. Staff help to prepare children for school, for example, by ensuring they can toilet themselves, put their own coats on and can recognize their own names. The pre-school room leader liaises with the local schools inviting the teachers in to meet the children. Consequently, children are well prepared for the transition to school.

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

Staff at the setting provide a warm and caring environment, as they are kind and caring. Children generally arrive at the setting happy. However, new children arriving after their settling-in period in the baby room do on occasions arrive unsettled. Staff ensure that children are provided with the reassurance and comfort they need, but, due to the number of children settling at one time, there are occasions when children's individual needs are not always met immediately. Consequently, some children find it harder to settle. Staff in the Butterfly room show they know their children well by responding to children's wishes to stay in their pram. Consequently, staff support children to feel safe and secure by allowing them time to wake up and adjust to the environment. The room leader in the Butterfly room ensures that children's individual needs are met by adapting the daily routine to ensure a child's key person can be with them when they are settling in. Consequently, children settle quicker in this room as their needs are met. However, this is not consistent across the nursery, which means that children's transitions into other rooms can on occasions take longer. Staff provide regular opportunities throughout the day for key groups of children to come together. For example, during circle time, children have the opportunity to listen to a story told by their key person, which means that children have opportunities to build relationships with their peers and attachments with their key person. Lunch time provides opportunities for children to develop important self-help skills, such as finding their own place mat, serving themselves food and getting their own drinks of water. Staff support new children to acquire the necessary skills to eat, by role-modelling the correct use of a fork. Children with English as an additional language are encouraged to use a fork by members of staff who speak their home language. Consequently, children are able to achieve the necessary skills needed for starting school.

Children's behaviour throughout the nursery is good because staff role-model appropriate behaviour. Staff ensure that there are consistent boundaries in place and explain to children why they cannot run around indoors. This means that children are provided with a safe environment in which to learn. Staff provide opportunities for children to identify their own risks. For example, younger children learn how to climb steps unaided and older children, playing outside, are encouraged to negotiate their and their peers' safety when riding bikes. Consequently, children learn how to play safely.

Children throughout the nursery are given healthy snacks and water to drink so they are having the required amount of nutrients to assist with their development. Children's physical health is promoted well because staff ensure that children have access to the outdoors daily. Photographs displayed around the nursery show children outside collecting leaves, digging and playing on large equipment. This means that children's physical development is being appropriately developed. Children and staff show they are aware of correct hygiene procedures, as they wash their hands before eating and children wash

their hands after toileting. Staff ensure that appropriate levels of supervision are maintained at all times, by carrying out regular head counts as the children go from the outdoors to indoors. This ensures children's safety at all times. All staff are appropriately trained in first aid, and, as a result, provide appropriate first aid treatment to children who fall and hurt themselves. Children throughout the nursery are given the opportunity to lie down after lunch and have a rest. Children who do not need or want a rest are offered a choice of quiet activities, for example, listening to a story. Consequently, children's needs are met.

Staff encourage parents to be involved in their child's learning, for example, by discussing with them the possibility of their child being ready for toilet training. Staff inform parents of observations they have made within this area and present them with all the required information. This enables parents to make an informed choice about their child's next stage.

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

The Cooperative Childcare chain has in place their own training team, which they use to support staff in developing their knowledge and skills. Staff are able to access training through a variety of ways, such as online e-learning and attending workshops. Staff undertake full safeguarding training as well as refresher courses online and have a secure knowledge of how to safeguard children and who to contact if any concerns. Management ensures that relevant checks are carried out on new staff and students. Staff are also required to sign a declaration yearly to state that no incident has happened or that any offences have occurred. This ensures that new staff are thoroughly vetted before they start work with children and that all staff continue to be suitable carers.

Relevant policies and procedures are in place, which ensure the smooth running of the nursery. The management team maintain staff ratios at all times and in some rooms maintain higher ratios than is legally required. Staff also complete regular head count checks on children throughout the day, which ensures that children are well cared for and supervised well in all areas. The management team and staff carry out regular risk assessments of all the areas used by children. Risk assessments are monitored regularly and are recorded and dated, which ensures that children's safety is given the highest priority.

The management team have an effective system in place for monitoring and evaluating children's development throughout the nursery. The management team carry out fortnightly checks on children's files to ensure they are up to date and contain the necessary information. Cohort tracking is also undertaken by management, to assist them in identifying any groups, such as children with special educational needs who may be in need of a more focused approach. The observation process throughout the nursery is robust. Each key person ensures that relevant information is gathered at induction, for example, children's starting points, likes and dislikes. This information, along with daily observations on children, is used to form the planning for each child, which is based upon

their interests. Observation summaries of children's development are completed on each child termly and are based around the prime areas of development. These are shared with parents, as this enables them to have relevant information, which they can use to support their child's learning at home.

The setting identifies areas for development by consulting children, staff and parents. Parents are asked to share their views of the setting at organized parent's evenings, questionnaires and via forums. Staff gain children's feedback by asking prompted questions. Children's and parents' views are then recorded and used to self-evaluate the nursery practice. Parents are kept informed of the development plan for the setting through monthly newsletters and a notice board in the hallway. Each member of staff is encouraged to identify areas for improvement within their rooms. This is displayed for parents to see and comment upon. All recommendations from previous inspections have been met. Partnerships with parents and other agencies are good. Parents are supported with children's additional care needs well because the setting has a named special educational needs coordinator. The coordinator has a very good understanding of their role, she completes the required information sheets and liaises well with outside agencies to ensure each child receives the best support possible. Parents spoken to on the day of inspection had nothing but praise for the nursery. They felt that their children were well cared for and the nursery provided them with regular updates on their child's progress and they could think of no improvements to the nursery.

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	EY280060
Local authority	Manchester
Inspection number	935882
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	100
Number of children on roll	124
Name of provider	Buffer Bear Ltd
Date of previous inspection	29/10/2008
Telephone number	0161 436 8337

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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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