

Buffer Bear Nursery @ Southampton

Warren Crescent, SOUTHAMPTON, SO16 6AY

Inspection date	19/11/2012
Previous inspection date	19/01/2009

The quality and standards of the early years provision	This inspection:	2
	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		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 show a strong sense of belonging and are very happy at the nursery. Practitioners are caring and sensitive and effectively meet children's individual needs.
- Planning for children's individual next steps and monitoring of children's progression is secure across all areas of learning. As a result, all children are progressing well.
- Children are confident communicators; they are curious and interested and ask questions to gain information.
- The nursery has a strong partnership with parents, professionals and other agencies. Therefore, individual children receive good support to promote all round development.

It is not yet outstanding because

- Children benefit from activities and resources which help to develop mathematical skills. However, not all staff make best use of daily routines to develop children's understanding of addition and subtraction, such as when setting the dinner table.
- Word banks, labels, books and mark making materials are evident across the inside environment. However, children do not fully benefit from these resources outdoors.

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.

Inspection activities

- The inspector observed children in all playrooms and outside in the garden.
- The inspector carried out joint observations with the manager.
- Conversations took place with practitioners and children at appropriate times.
- The inspector looked at children's assessment records, planning documentation, risk assessment, evidence of suitability of staff and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and read the nursery's self-evaluation.

Inspector

Hazel Farrant

Full Report

Information about the setting

Buffer Bear Nursery @ Southampton is part of the Co-operative chain of nurseries. It operates from the Shirley Warren Action Church building and serves the wider community. The nursery operates from several rooms on two floors, within a self-contained area of the building. Children have access to an enclosed outdoor play area. The nursery opens from 7.30am to 6pm Monday to Friday, throughout the year. Children attend a variety of sessions. The nursery is registered on the Early Years Register and there are currently 113 children on roll. The nursery is in receipt of funding for free early education. The setting supports children with special educational needs and/or disabilities, as well as those children with English as an additional language. There are currently 20 members of staff employed to work with the children; all have suitable 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:

- provide word banks and writing resources for outdoor play.

- further develop teaching strategies to help extend children's mathematical skills by using number words in meaningful context to encourage estimation; for example, estimating how many plates are needed at lunch time.

Inspection judgements

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

Practitioners have a good understanding of how to engage children in purposeful play and recognise that children learn through their experiences. As a result, children are motivated and make good progress in their learning. Practitioners provide a broad range of stimulating experiences across all areas of learning. They demonstrate a good knowledge of the educational programmes and provide children with an exciting and interesting learning environment. Children independently choose from a wide range of exciting, good quality resources. Even the youngest of children are able to explore and investigate. See-through boxes and picture labels enable all children to understand the contents of each box. As a result, all children develop skills as effective and independent learners. Planning takes into account children's individual next steps and monitoring of children's progression is secure across all areas of learning. As a result, and taking into account children's starting points, all children are progressing well. All children at the nursery benefit from opportunities to play outside on a daily basis. Some of the rooms have a true free flow environment where children choose their own style of learning through play. For example,

children playing indoors choose to experiment with ice, making ice sculptures and notice the water forming in the tray. Other children role play outside, pretending to be on board a pirate ship. Practitioners extend children's ideas further by encouraging them to make telescopes out of rolled up paper. Children collect items from the garden so that they can talk about the changes in the environment. For example, they collect leaves and describe the different colours they see. Children thoroughly enjoy playing in the new 'mud pie' kitchen. They enjoy playing with the soil, measuring the ingredients and baking their cakes in the play microwave. Children benefit from activities and resources which helps them to develop their mathematical skills. However, some practitioners do not make best use of daily routines to develop children's understanding of adding and subtracting numbers. For example, when children help set the dinner table. Children learn about people with differing abilities and cultures through resources, discussions and planned activities. All children are developing good language and communication skills. For example, younger children are able to clearly communicate their individual needs when they are feeling hungry or tired. Practitioners effectively support language development for children who are learning English as an additional language. For example, key words in children's home languages are on display and dual language books are easily accessible to children. Practitioners and children also use sign language. This positively promotes communication and language skills extremely well. Word banks, labels, books and mark making materials are evident throughout the inside nursery environment. However, children do not fully benefit from these resources in the outside area. Young children enjoy activities which enables them to explore using their senses. For example, they smell different herbs and spices and touch pine cones and twigs. Systems to assess children's learning from their starting points on entering the setting are strong. Practitioners undertake regular observations which they record in children's development folders. They effectively identify each child's next stage in learning, which is shared regularly with parents. Parents are encouraged to participate in this system and many provide observations made at home, using the 'wow' vouchers. They discuss their child's learning in a variety of ways, including daily discussions and attending formal progress meetings with their child's key person. This helps parents to understand how to support their children's learning at home. The successful implementation of the two-year-old progress checks enables practitioners and staff to see how children are progressing in the prime areas of learning. This enables swift action to gain professional help when a child's progress is less than expected.

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

Children show a strong sense of belonging and are very happy at the nursery. Practitioners are caring and sensitive and effectively meet children's individual needs. This is because they collect good information about children's care routines and speak to parents daily about their child. Close interaction and a wide range of interesting play materials which covers their all round development keep children well occupied and engaged in their learning. Practitioners act as good role models to the children and as a result, children are well behaved and display good manners. Children receive sensitive support in learning how to take turns and to share resources with their peers. Effective procedures to minimise the spread of germs are evident throughout the nursery. In addition to this, children are able to easily access low level wash basins. This effectively

encourages good hygiene skills from a very young age. Children enjoy and benefit from playing outside in the fresh air daily. They peddle bikes, throw and catch balls, climb and use skills of balance. Children's transition both within the nursery and to other early years provisions is supported very well. For example, transition visits within the nursery ensure children receive support from their current key person. This enables children to feel secure in a new environment because they receive sensitive support. Transition visits for children who are going into full-time education are also organised to enable them to feel confident. Children are learning skills of independence. For example at meal times, serving their own food and pouring out their own drinks. Young children learn how to eat finger foods and how to use a spoon at mealtimes. Children learn about safety as they take part in regular fire drills and learn how to use scissors safely. Practitioners ensure that they have thorough discussions with parents and keep effective records in regard to dietary and medical needs. Children enjoy a variety of food and snacks, which are freshly prepared on the premises. Children can independently help themselves to fresh drinking water throughout the day.

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

The management team has a high regard of their responsibilities to safeguard children in their care. Effective and robust measures are in place for assessing suitability when appointing new staff. Both management and practitioners complete relevant safeguarding training. Safeguarding procedures are revisited regularly. This results in practitioners having a secure understanding of the procedures they would need to follow. They are clearly aware of what to do and who to contact if they have concerns about children's safety and welfare. The management team fully understands their responsibilities to promote children's welfare, learning and development. For example, staff development and performance is a high priority in the nursery and an ongoing training programme is in place. The nursery is part of a large chain of childcare provisions. The company has an early years team which provides regular support and training for all staff. A member of the senior management team completes a thorough audit on all aspects of the nursery. Prompt action resolves any improvements highlighted by the audit. All required documentation is in place and completed effectively. A key strength of the nursery is the strong partnership they have with parents, professionals and other agencies. Therefore, individual children receive the support they need to promote their all round development. Parents receive daily verbal and written feedback. They also have access to children's development records so that they are well informed about their children's progress. Parents speak very highly about the care and education their children receive and recognise the good work of the practitioners. They report that they receive lots of good ideas of how to continue their child's enjoyment of learning at home. Links with other settings where children also receive their early years education are firmly in place. This positively promotes continuity for children's welfare and learning development. The process for monitoring and evaluating the effectiveness of the nursery's practice takes into account the views of staff, children and their parents. Management and practitioners are committed to making the learning environment even more exciting and engaging for children.

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	EY297219
Local authority	Southampton
Inspection number	889253
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	113
Name of provider	Buffer Bear Ltd
Date of previous inspection	19/01/2009
Telephone number	02380 777207

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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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