

Buffer Bear Nursery @ New Addington

Inspection report for early years provision

Unique reference number EY302223
Inspection date 13/06/2011
Inspector Julie Sackett

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Buffer Bear at Castle Hill is a neighbourhood nursery and was registered in May 2005. The aim of the nursery is to work closely with local advice and support groups for children and families. The nursery is situated in a purpose-built building with a secure outdoor area in the grounds of Castle Hill Primary School in New Addington, which is a suburb of the London Borough of Croydon. The nursery is open each weekday from 8am until 6pm throughout the year, only closing for bank holidays and staff training days. The nursery offers full day care for children aged three months to six years. The nursery is registered for up to 84 children. Ten places are held for social services and the rest of the places are for other families expressing an interest. Currently there are 89 children on roll, all of whom are of early years age. The children's hours of attendance vary to suit the needs of each child. A number of children attending have identified special educational needs. Several children who attend speak English as an additional language. 49 children receive early years funding, including 39 three and four year olds and ten 2 year olds. Children are grouped, according to age, into four separate groups. The nursery currently has 14 members of staff. Additional/cover staff are used from the nursery's own bank of supply staff as and when needed. The manager holds the National Vocational Qualification at Level 4 (NVQ L4); 12 members of staff hold NVQ L3 and three have NVQ L2. Three members of staff are currently studying for NVQ L2. The nursery has support from the local authority. This provider is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The overall quality of the provision is satisfactory. Adults are caring and attentive to children's welfare needs so that children are safe and develop trusting relationships. They enjoy attending the setting, have access to a secure outdoor area, in addition to indoor areas, and they make satisfactory progress in their learning and development. However, opportunities are missed to make some of the activities more stimulating and challenging, especially in the outdoor area, and to ensure that adult interaction is sufficiently focused on learning to accelerate the progress made by the children. There are relevant plans for the future which demonstrate satisfactory commitment and vision for continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the quality of activities, particularly in the outdoor area, so that children find them more engaging, challenging and stimulating.

- ensure that adult interaction with children, including the use of questioning, is purposeful and focused on the learning needs of individuals and groups.

The effectiveness of leadership and management of the early years provision

Procedures for the day-to-day management of the setting are satisfactory so that the setting runs smoothly. There are good systems in place for ensuring that children are safeguarded and these are thorough and understood by all staff. All risks have been assessed and the setting is safe and secure. All appropriate policies, records and procedures are in place and are used well to promote children's welfare; this includes the safe recruitment of staff.

The setting has been successful in developing a cohesive staff team and in responding to the recommendations made at the time of the last inspection. For example, day to day observations of children's progress are now more evaluative, as well as descriptive. Assessments are used to identify the next steps in children's learning and are used to modify activities according to children's interests and needs. Parents and carers are able to discuss their child's progress with the setting so that they are able to support their child's learning at home. Adults, who work with the children, have a generally secure understanding of the Early Years Foundation Stage. That said, there is a stronger emphasis given to children's welfare needs than to promoting their learning needs. As a result of satisfactory self evaluation and ambition and drive to develop the provision, leaders have accurately identified a number of future development needs. For example, they have identified the need to make activities more challenging and engaging, especially in the outdoor area, and to ensure that adult interaction is sufficiently focused on learning to accelerate the progress made by the children.

At the time of the inspection the setting was being redecorated throughout to ensure a bright and clean environment for the children. Resources are well-maintained, including good quality equipment, such as cots and appropriate seating, to successfully support the safety and well being of the youngest children. The setting works well with the local school so that children are able to make a smooth transition to the next stage of their education. The setting treats all children equally, regardless of background or ability, and works well with parents and carers and a range of agencies to promote this. This enables children with special educational needs and/or disabilities to make similar progress to their peers and also helps the children to learn about different cultures. There are some opportunities for parents and carers to contribute their views and ideas and these make a satisfactory contribution to improvements in provision, particularly in relation to matching activities to children's interests.

The quality and standards of the early years provision and outcomes for children

Adults have successfully created a calm, quiet and settled atmosphere in which the children are happy and secure. All children are allocated a key person when they join the setting. This means that adults know the children well and that children feel secure. Adults take care that all children are treated equally and made to feel welcome so that they grow in confidence and self esteem. Adults respond very positively to their welfare needs. For example, one child on arrival told an adult, 'I missed you' and the adult responded, 'I missed you, too'.

The setting is well organised and children are able to move freely and safely between chosen activities. As a result, children demonstrate increasing independence and have opportunities to develop personal preferences. The inclusion of resources such as a selection of national costumes in the dressing up clothes help children to begin to appreciate a diversity of backgrounds and experiences. Thoughtful planning provides children with activities which they enjoy and which support their satisfactory progress. For example, a group of older children happily used their hands and fingers to mix paint and make prints and patterns on paper, whilst, in the room for the youngest children, one of the babies had fun exploring a variety of shakers and rattles. However, some of the activities available lack sufficient depth and challenge to increase children's interest and engagement and accelerate their progress, particularly in learning. Children have access to a secure outdoor area where activities are organised to reflect all six areas of learning. Children respond positively to the activities available, including a selection of activities such as ride-on toys which make a good contribution to the development of healthy lifestyles. Children show a good awareness of safety issues. For example, they know why they need to wash their hands when they have used the toilet and that they need to put on a coat before going outside.

Adult interaction with the children is positive and supportive so that children feel valued and make secure progress in the development of their social and language skills. Some adult interaction supports children's learning well. For example, a group of the youngest children became engrossed in a story read by an adult and they enjoyed helping to make some farm animal noises. However, generally there are missed opportunities to focus on learning in adults' interaction with children and this prevents their progress from being better than satisfactory and as such, this aspect of assessment is an area for improvement. Good relationships and clear expectations mean that children behave well and make a good contribution to the setting. For example, during breakfast time the children sit sensibly at tables and are polite to each other as well as to adults. As a result children are helped to develop the necessary personal and social skills to support their next steps in learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met