

# Buffer Bear Nursery

Inspection report for early years provision

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**Inspection date** 06/01/2011  
**Inspector** Tim Butcher

**Setting address** Brunels Old Station, Clock Tower Yard, Temple Meads,  
BRISTOL, BS1 6QH  
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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 Nursery is part of a network of childcare nurseries run by Buffer Bear Ltd. It opened in January 2001 and operates from the ground floor of the British Empire and Commonwealth Museum, adjacent to Temple Meads railway station in Bristol. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register and provides funded early education for three and four-year-olds. Children have access to an enclosed outdoor play area. A maximum of 84 children in the early years age range may attend the nursery; and of these, 36 children may be under two years at any one time. The nursery opens five days a week from 8am until 6pm, excluding bank holidays and two staff training days. There are currently 84 children on roll who attend either full day care or a variety of sessions. The nursery supports children with special educational needs and/or disabilities, and children for whom English is an additional language. There are 17 staff who work directly with the children. Of these, 13 hold childcare qualifications to at least level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making measurable progress in their learning and development. They benefit from warm relationships with staff and enjoy an appropriate range of activities and play opportunities to match their individual learning needs. Children have a safe environment in which to play and their welfare is generally well promoted. There is a clear commitment to the continuous improvement of the provision, leading to improved outcomes for children. Nevertheless, the process of self-evaluation has not been effective in addressing all areas for improvement.

## What steps need to be taken to improve provision further?

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

- improve systems for organising staff deployment to allow for children's learning to be fully supported across the nursery
- develop use of the outside area and plan for children's development across each area of learning
- provide a range of enjoyable and challenging learning and developmental experiences which provide children with consistent support to use their own language and develop their use of English in meaningful ways
- develop systems for observation and assessment further to closely identify the learning priorities for children and enable planning for relevant and

motivating learning experiences.

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

Staff have a clear awareness of safeguarding issues and there is a detailed policy and procedure in place to follow should they have a concern about a child. All staff working with children are suitably vetted. The provider carries out a risk assessment of the premises and potential hazards to children are successfully minimized. For example, staff carry out a visual safety check of the garden before children go outside. Comprehensive policies and procedures ensure the smooth and safe running of the nursery.

Communications are well-established with parents and carers. They report positively on the relationships with their key worker and other staff in their children's rooms. Parents share information about their child's daily care needs readily, supporting continuity of care. The home/nursery interest book provides a further link for both parents and staff with information about children's interests used to contribute to planning future activities. Children's individual progress is regularly shared through the use of learning profiles and parents' evenings. The nursery is starting to establish partnerships with other settings providing care to the children at the nursery and intends to extend this further.

Resources in general are fit for purpose and used appropriately to achieve the planned goals in learning and development. The provider ensures that the minimum ratio of adults to children is met. However, the systems for organising and deploying staff do not always allow for children's learning to be fully supported across the nursery. For example, members of staff providing cover in a different room are sometimes unaware of the learning intentions that have been planned for children.

The nursery adequately promotes equality and diversity as children are introduced to different cultures through a range of play experiences and activities. Most children receive consistent support to use their own language, although this varies between staff members. As a result, staff are not always taking effective steps to close identified achievement gaps for each child. Reflective practice takes place regularly and staff have created a number of action plans that target further improvements for children. The nursery has recently increased the provision for babies, and installed an all weather surface to enable children to take their play outside. Staff intend to further develop the use of the outside area to extend children's learning experiences.

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

Children make measurable progress towards the early learning goals in most areas of their learning. They are made to feel welcome and have a strong sense of belonging, which shows through their relationships with staff and each other. Children appear secure and relaxed, with new children settling easily. Babies respond to adults with smiles and giggles, demonstrating they have their health, physical and dietary needs closely met. Children play well independently and become active and inquisitive learners, developing the skills they will need for future learning. For example, they spontaneously share tools and take turns when making imaginary shapes from dough. Older children develop their literacy skills independently, using resources, such as magnetic letters. They state the letter sounds they are searching for, before correctly selecting the letters of their name and those of family members.

Systems for the observation, assessment and planning of children's progress are mostly secure throughout the nursery and activities are generally planned around children's interests. However, on occasion, the analysis of information from the learning profiles is used less effectively to plan a corresponding activity and as a result the intended learning outcome is not always achieved. Children's next steps in development are identified from accurate observations and transferred to their individual learning profiles. Focused activities for specific skill development take place in small key work groups. Children are able to choose free play activities and select additional resources to reflect their interests.

Children are generally well behaved. They respond well to adults and know what is expected of them, which is demonstrated as they happily pack away resources at tidy-up time. Most children are making progress in their communication and literacy skills as they grow in confidence when talking in a small group during an adult-led activity. Most staff skilfully support children's developing language through appropriate activities, with positive praise for their ideas.

Children show a good awareness about what constitutes a healthy lifestyle and are well supported to develop good personal hygiene routines. For example, children use the toilet independently and proudly tell staff they have washed their hands. The learning profiles show that children have regular opportunities to take play outside to be active and to develop their physical skills. However, in general, the planning for children's use of the outside area does not match the quality of planning within the nursery.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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