

Buffer Bear at Palmers Green

Inspection report for early years provision

Unique reference number

EY281119

Inspection date

01/11/2010

Inspector

Jill Nugent

Setting address

Palmerston Road, London, N22 8RA

Telephone number

0208 888 0620

Email

palmergreen@bufferbear.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Buffer Bear at Palmers Green registered in 2004. It operates as part of the TAB Children's Centre which is situated in a church hall in the Bowes Park area of the London borough of Enfield. Access to the building is at ground level directly from the adjacent footpath. The nursery is open every weekday from 8am until 6pm all year round. Children have the use of three indoor play rooms and two secure outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the setting at any one time, and of these, no more than 23 may be under two years. Currently there are 52 children on roll in the early years age group. The nursery employs 12 staff, all of whom hold relevant early years qualifications. The setting supports children who have special educational needs and/or disabilities and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a welcoming and safe setting for children where they enjoy a variety of play activities. Staff are generally inclusive in their approach although weaknesses in organisation hinder their ability to always meet children's needs appropriately. Children keep safe and healthy in the setting but are not challenged effectively in their learning through the provision of a stimulating learning environment. The nursery manager encourages staff to regularly evaluate their practice and to work towards continually improving the outcomes for all children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- put in place effective systems to ensure that the individual needs of all children are met (Organisation) 21/01/2011
- organise systems to ensure that every child receives a challenging learning experience which meets their individual needs (Organisation). 21/01/2011

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

- review the deployment of staff and use of resources in order to provide a more enabling environment for children
- review the system of observational assessment to enable staff to interact

- more effectively with children
- ensure that an effective behaviour management policy is adhered to by all staff.

The effectiveness of leadership and management of the early years provision

The nursery's documentation is organised efficiently and provides a framework for staff's practice. There are effective safeguarding procedures in place. Thorough risk assessments are carried out, both generic and specific, so that all potential risks to children on the premises are minimised. Staff have a good knowledge and understanding of child protection issues. The manager has developed close links with external agencies in case there are any concerns about children. All health and safety records are well maintained.

There is a good working partnership with parents and carers. Parents receive useful information about the setting, including details of its policies and educational programme. They are encouraged to be involved in their children's learning through sharing children's interests at home. Staff exchange information with parents about their children's progress in summary reports and at regular consultations. Parents' views are sought through questionnaires and taken into account as part of the nursery's self-evaluation procedures.

The manager meets regularly with her staff team and carries out individual appraisals which help her to identify any training needs. Staff benefit from the provision of a wide range of organised training events. The nursery has recently participated in a quality assurance scheme as part of its evaluative procedures. However, there has been a large turnover of staff in recent months and this has resulted in staff teams not yet working effectively within the play rooms. The key person systems are not well organised, nor rooms set out in an inviting manner, which results in children's individual care and learning needs not being adequately met at all times.

The nursery receives advice and guidance from other professionals in order to maintain a capacity for continual improvement. The manager is aware of the need to develop her staff teams and has also highlighted additional areas for further development. These include aspects such as, improving the indoor and outdoor learning environments, extending the range of resources and reviewing the management of children's behaviour. She is proactive in her approach and keen to work with her new deputy to improve these aspects of the provision.

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

Children are generally happy in the setting and show interest in the activities on offer. For example, they enjoy sand and water play, mark-making and role play. Staff organise weekly activities which provide children with a new experience,

encouraging the development of new skills. During play sessions they enhance children's play as they join in and talk with them. However, the play rooms do not offer a wide choice of resources and activities for children, leading to some children wandering aimlessly or searching out toys to amuse themselves.

Staff observe children at regular intervals in order to track individual children's progress in learning. They devise next steps for children which are included in the future planning to enable staff to extend children in their learning. In this way they are able to adapt the key activities during the week to suit individual children and move them on in their learning. However, the system of observational assessment is complex and not used consistently, or effectively, to plan stimulating activities for children or to enable adults to interact effectively to enthuse and challenge them in their learning.

Children are generally well behaved and attentive to adults, although staff do not always use a positive approach to behaviour management resulting in children lacking opportunities to learn about respect for others and their needs. Children find out about people from different cultural backgrounds as they use resources that reflect diversity. Most children are happy in the setting but at times the absence of a key person impacts on individual children, for example, those who need reassurance as they are still settling in to nursery.

Children are well supervised as they access the toilet areas or move in and out to use the outdoor play areas. They learn about keeping themselves safe on outings. They are encouraged to adopt healthy lifestyles and are offered nutritious snacks and meals. They have daily opportunities for outdoor play, enjoying physical exercise in the fresh air. They can access drinking water throughout the day and rest or sleep according to their needs. Children with special educational needs are well supported as staff work with other professionals to provide one-to-one attention and additional resources.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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