

# Buttons Day Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY279457
<b>Inspection date</b>	11 July 2007
<b>Inspector</b>	Lynn Masterman
<b>Setting Address</b>	The Hill Top Centre, Edlington Lane, Edlington, Doncaster, South Yorkshire, DN12 1PL
<b>Telephone number</b>	01709 866 488
<b>E-mail</b>	
<b>Registered person</b>	Buttons Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Buttons Day Nursery Limited registered in 2004 and is a privately owned day-care facility. It operates from within The Edlington Hilltop Centre, which is located close to the town of Doncaster. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

There are currently 65 children aged from birth to under five-years-old on roll. Of these, 21 children receive funding for early education. The nursery currently supports a number of children who speak English as an additional language. Children attend from the local community and surrounding areas.

The nursery employs 27 staff. Of these, 21 staff hold a relevant childcare qualification and four are working towards one.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children enjoy a well balanced range of nutritious snacks and meals. Children, staff and parents make suggestions about the introduction of new foods to promote children's awareness of different tastes and textures. For example, sandwiches have been replaced by wraps with healthy fillings, such as salad and a variety of omelettes have been introduced. Children are beginning to recognise the importance of following a healthy diet. For example, they know 'fruit makes you grow big and strong'. All children have access to fresh drinking water throughout the day including outdoor play. Children have individual drinking bottles, which are easily recognised by the use of self-picture recognition and their names. This helps children to recognise their needs for a drink. Feeding routines for babies are effectively planned according to their individual needs and in partnership with parents. For example, parents give written consent when they feel their child is ready to be weaned. All bottles and food is carefully monitored and stored appropriately. Young children are encouraged to explore food, feed themselves and develop confidence. Therefore, a healthy relationship with food is fostered from an early age.

Children's health is actively promoted within the setting. There is a good range of hygiene procedures, which are successfully implemented by the staff team. Children observe good role models and staff show children how to wash their hands appropriately. For example, children know the use of soap removes germs. Staff follow clear routines for nappy changing, such as all staff wear gloves and aprons, and changing mats are cleaned thoroughly before and after use. Effective procedures ensure sick children are comforted and the risk of infection to other children is minimal. There are good procedures for the management of accidents and the administration of medication. For example, in the event of a head injury parents are promptly informed; they are further informed of the child's progress and receive a written detailed account of the incident. Consequently, children's health is well protected.

Children access a good range of outdoor play equipment, which helps them develop good physical skills and a healthy lifestyle. The outdoor play area is well planned to stimulate children's interest and imagination. For example, children repair the fence to the play house using tools from the workshop. Staff take an active role in children's play and help them to move their bodies in different ways. For example, children enjoy playing with large hoops and staff help children to control the hoop as it moves up and down their bodies. Babies regularly experience the benefits of being out in the fresh air and have access to the outdoor play area. Staff encourage babies to explore and investigate. They enjoy the freedom to run, climb, crawl and jump.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is given a high priority and children are kept safe from harm through vigilant staff and the use of good safety procedures. For example, the use of written risk assessments for all areas of the setting, which are carefully monitored to ensure no specific area or equipment poses a risk to children's safety. Therefore, children can move around freely, independently and safely. Staff have clear knowledge of the procedures to be followed in the event of a fire and evacuation procedures are routinely practised with children. For example, they know when they hear the 'loud noise' everyone has to go outside. This results in children knowing how to follow procedures and to evacuate the premises safely.

The risk of accidental injury to children is minimal due to the effective deployment of staff and the number of staff exceeding the required ratios of staff to children. Staff help children to develop an awareness of road safety when playing on bikes and scooters in the outdoor play area. For example, the children dress up as a crossing person and ask the children riding wheeled toys to 'stop' to allow the children waiting at the road crossing to cross safely. They know to look and listen for cars. This helps children to learn the consequences of their actions.

Children have access to a very good range of play resources, which are age appropriate and promote children's development. Resources are well maintained, of good quality and conform to the required safety standards. For example, effective monitoring systems ensure toys remain safe and do not pose a risk to children's safety. They are stored at child height and are easily accessible. This provides children with the opportunity to make informed choices about their play.

Staff have a good understanding of the child protection procedures. They recognise indicators of abuse and have access to regular child protection training. They make good use of effective support networks and accurate recording systems ensure children are positively safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive at the setting happy and relaxed. They receive a warm welcome and are eager to play and explore the environment. Their curiosity is stimulated and they are motivated to learn as they independently access a good range of purposeful activities. For example, children play with the animals in the zoo. They point to familiar features, such as the animal's eyes, mouth, nose, ears and feet. Staff explain the elephant's trunk is like our nose and the elephant's use their trunk to smell different things. This helps children to make connections with the world around them. Children enjoy being part of a group. They sing with enthusiasm and recognise familiar action songs and use a variety of musical instruments to link actions to sounds.

Snack time is a social occasion for the group. Children are eager to join in and interact with each other and staff. They are encouraged to use appropriate social skills, for example, saying 'please' and 'thank you'. However, opportunities for children to be involved in the organisation and delivery of snack are inconsistent. Therefore, the opportunity for children to further develop their social skills and extend their independence is not fully supported.

Staff have a good understanding of the 'Birth to three matters' framework and use the components to plan for children's learning. Babies enjoy the close physical contact from staff. They receive lots of cuddles and staff respond warmly to their actions, expressions and gestures. For example, babies are held closely while being fed and staff talk to babies in a warm, soothing manner. They recognise this time together as an important part of children's care. This helps children to feel safe and secure.

Babies and toddlers are well supported to become competent learners and skilful communicators. Staff sit with children on the floor, join in their play and talk about what they are doing. They have access to a good variety of activity-based and sensory play resources. For example, children and staff look at textured books about dogs. The children stroke the dog's body. The member of staff asks the children, 'does it feel soft?' They stroke the dog's nose. The member of staff asks, 'do you think it feels soft or a little bit hard?'. This helps children to develop their sensory and exploration skills.

## Nursery Education.

The quality of teaching and learning is satisfactory. This ensures children progress appropriately in most areas of their learning. Staff use a variety of different teaching methods, such as daily focused activities and free play. However, some of the focused activities are adult directed and do not always give children the opportunity to develop their independence and to make informed choices. The current topic is 'transport'. Children do not freely have the opportunity to choose from a varied range of creative materials and design their own vehicle. Planning is a team effort and staff make use of long, medium and short term planning to assess children's learning against the stepping stones. Activities are evaluated to ensure the aims and objectives for children's intended learning have been met. These are used alongside regular observations of children's progress to plan for their next stage of learning. Records indicate what children have achieved and appropriate systems are in place to ensure children access all areas of the curriculum, however, there are some gaps in children's learning.

Children show a strong sense of belonging as they greet each other on arrival. They are developing good relationships and seek out special friends or familiar staff to share their experiences. For example, 'I have been on holiday to Majorca and it was very hot'. They show an interest in a range of purposeful, first-hand activities and respond appropriately to challenge. They are generally engaged in play and select and carry out some activities independently. Children are sufficiently confident and assured to work and play independently or in small groups. They enjoy role play as they play together in the café taking money and serving food, such as jacket potatoes and hot soup.

Children are good communicators and speak confidently. They are able to express their own needs. For example, 'I need the toilet'. They are beginning to develop good listening skills and enjoy listening to stories as part of a group or on a one-to-one basis. They enthusiastically join in with familiar stories and rhymes. For example, they predict each stage of the story about the 'Three little pigs'. Children are beginning to recognise print has meaning, however, have few opportunities to write letter shapes and use writing for a purpose. Children are beginning to link letters to sounds. Staff use materials to help children link letters to sounds. For example, children sing 'b' is for ball and the balls are bouncing. More able children know and recognise the first letter of their name.

Children are beginning to recognise numbers. They are able to count to 10 and beyond with support. However, this does not extend to daily routines and staff miss opportunities for children to use their knowledge of numbers and calculation. They recognise different shapes, such as circle, square, oblong and triangle. Children have access to an appropriate range of creative activities. They use tools, such as scissors, glue spreaders and cutters competently. Children are beginning to explore colour. They have the opportunity to mix colours and can follow simple instructions. For example, they know how to mix ready-made paint, such as blue and yellow to create green. However, do not always have the opportunity to collect the equipment required independently and follow the process through from the beginning.

Children are beginning to develop an awareness of the community. They visit local shops, the library and go for walks to the park. They recognise changes in the environment. For example, 'the clouds are very dark and it was thundering and lightening last night'.

## **Helping children make a positive contribution**

The provision is good.

Babies are cared for by consistent staff who offer a good level of continuity of care. This helps children to feel safe and secure. Staff have taken time to get know their routines and work in partnership with parents. For example, staff know when babies are ready for nap, provide them with their comforters and know how to ensure they rest comfortably. Parents know their child's key worker from the first initial visit, and are asked to provide detailed information about their child's individual needs and care plan. This ensures all children's needs are positively met. Children are responded to with warmth, affection and understanding, which develops their sense of self-worth and confidence. They show a sense of belonging and are familiar with daily routines, for example, children know where to hang coats and when to tidy away toys.

Children have developed good relationships with staff and their peer groups. They interact well with staff and each other. Children greet each other upon arrival and relate to each other affectionately. For example, 'this is my friend'. This helps children to develop meaningful relationships. Staff have a positive approach to the management of children's behaviour. They praise children for achieving set tasks, such as taking turns and working harmoniously with others. This helps children to learn right from wrong in a warm and secure environment.

Children are beginning to learn about the world through a range of planned activities. For example, children make a 'wreath of unity' using handprints of various skin tones to promote harmony around the world. This fosters children's spiritual, moral, social and cultural development. However, opportunities to promote children's awareness of similarities and differences through play is not fully explored.

Children benefit from an inclusive environment where all children are valued and included. Staff work with parents to ensure children with English as an additional language are appropriately supported. They listen to children attentively and provide opportunities for children to make choices and decisions about their play. For example, children attempt to dress in Indian costumes, such as a sari as they cook dinner in the home. The member of staff asks the children, 'shall I help you to put on your sari and then you can cook dinner for everyone?'.

Effective communication systems ensure parents and staff work together to promote children's care, well-being and development. Parents are encouraged to play an active role in the operation of the setting and contribute to their children's development. A regular newsletter and the parents' notice board keep parents well informed about children's care and forthcoming events.

The partnership with parents and carers of children who receive funded early education is good. Children benefit from regular discussions between the staff and parents. Planned parents' evenings provide the opportunity for parents to discuss their child's development and express any areas of concern. Parents have clear information about their child's key worker, curriculum planning and the use of children's assessment records to ensure children make good progress towards the early learning goals.

## **Organisation**

The organisation is good.

Senior management demonstrate a good knowledge and understanding of the National Standards and their ability to meet them. There are rigorous procedures in place, to ensure staff are suitably qualified and vetted to care for children. There is a strong commitment to training and

staff are encouraged to make positive use of opportunities to further their development. They have good knowledge of the setting's policies and procedures through a well planned induction programme. This ensures all policies and procedures are clearly understood and implemented successfully to provide good outcomes for children.

Space is sufficiently well planned in most areas of the nursery to allow children to play safely and make independent choices, with time for free choice of play. The deployment of caring, sensitive staff and the effective use of the key worker system provide children with a strong sense of security and positively develops a trusting relationship with parents. The staff work well as a team and are given lots of opportunities by senior management to contribute to the effective operation of the setting. Consequently, children are cared for in a happy, safe and secure environment.

All documentation is in place and stored securely to maintain confidentiality. A good range of policies and procedures are used effectively as a working tool. These support the efficient and safe management of the setting and promote the welfare, care and learning of children.

Leadership and management of the educational provision is satisfactory. Staff have sound knowledge of the early learning goals. The manager and staff team work well together and meet on a regular basis to discuss the children's progress and plan for the next stage of learning. The manager works alongside staff to monitor their work practice and offer advice and support. Staff appraisals are completed annually and training needs identified are addressed, to ensure staff have the appropriate skills to deliver the curriculum. However, there are some areas for improvement, such as the staff's role in children's independent learning. There is a strong commitment to continuous improvement, reflected in the cooperative working with other professionals, such as the early years teacher. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the setting was asked to ensure children's dummies were stored appropriately and to request written permission from parents for children to have supervised access to pets.

The setting provides individual pots, which are clearly labelled for the storage of children's dummies. Documentation is in place to request parents' written permission for children to have access to pets when required as part of a planned activity. This ensures children's health is appropriately protected.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop further the opportunities for children to develop their independence at snack and meal times
- develop further the opportunities for children to recognise similarities and differences through play.

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide regular opportunities for children to show an interest in counting, addition and subtracting through practical activities
- provide regular opportunities for children to develop writing skills, promoting understanding that print carries meaning
- improve the systems for monitoring the quality of teaching with regard to staff providing opportunities for children to become independent learners.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)