

# Buttons Day Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	160173
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<b>Registered person</b>	Satnam Parhar Associates 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Buttons Day Nursery School opened in 2001 and is one of two nurseries owned by the same provider. It operates from within a single storey property and adjoining converted Victorian house in Hanwell, in the London Borough of Ealing. A maximum number of 77 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 – 18:00, 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 85 children aged from birth to under 6 years on roll. Of these, 19 children receive funding for nursery education. Children come from a local catchment area.

The nursery supports children with learning difficulties and disabilities and children who speak English as an additional language.

The nursery employs 26 permanent staff, including the manager, cook and cleaner, and three peripatetic staff. Of the permanent staff team working with the children 11 hold appropriate early years qualifications. A further four staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children develop a useful understanding of healthy practices through consistent routines. Children wash their hands independently after messy play and after using the toilet. Hygienic use of paper towels to dry hands helps to prevent the spread of infection. Staff maintain suitable hygiene routines such as wearing gloves and aprons when changing nappies to ensure children are safe from cross contamination. The staff maintain a clean environment for the children by actively cleaning toys, resources and surfaces. However, this system does not ensure that all items are cleaned on a regular basis and some can be missed. There is an efficient system in place for administering medication to children to safeguard children's welfare, including parental consents. The required documentation is in place to record any accidents and notify parents. The majority of staff have current first aid certificates to ensure children receive appropriate treatment in the event of an accident.

Children develop a positive attitude to physical exercise and outdoor activities in the fresh air. Good use is made of the available space and children play outside each day in the safe garden. Parents can choose to have children take part in the Tots for Sport weekly sessions. Children are developing competency using a good range of small equipment which includes scissors, pencils, paintbrushes, glue-sticks and spoons.

The younger children under two years old have ample space to practise their new skills of crawling, standing and walking in a safe and secure environment. The babies have suitable age appropriate toys which encourage their development.

Children are able to rest and sleep according to their needs and their parents' wishes. The bedding is clean for each child and staff monitor sleeping children closely to ensure their comfort and safety.

The nursery provides food freshly cooked on the premises. The meals are nutritious and food is plentiful if children want more to eat. The nursery does not use pork, beef or peanuts in the meals. This meets cultural dietary requirements and keeps children safe from allergic reactions. A snack of fresh fruit and water to drink ensures children eat healthy options. The babies under one are seated in appropriate chairs for mealtime. They are given friendly encouragement to eat and held when bottle fed to provide a sense of comfort. Meal times are sociable occasions.

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

The provision is good.

Children enjoy ample play space in this welcoming, lively and stimulating environment. Children's art work, colourful posters and photographs are on display around the room to create bright, attractive areas. Children are cared for in a safe and secure environment where risks are minimised. Staff greet parents and children enthusiastically at the main door to the nursery and within each room. Children of all ages are able to select the toys and resources they wish to use. This includes the babies who are able to choose toys from the range placed on the soft flooring or make individual choices from the low shelving units. This encourages children's independent choice, self-selection and spontaneous creativity. Older children confidently select what and whom they wish to play with and work together to clear away when it is time to tidy up.

The outdoor space has a soft play surface to protect children from accidental injury; colourful stimuli along the fence makes the area pleasant. There is adequate space for a full range of play equipment such as, climbing frame, tricycles and cars to enhance children's physical skills. Staff effectively ensure the premises are safe and secure by carrying out a daily check for example, of the outdoor area before children go to play. Staff monitor all visitors to the setting to keep children safe from anyone not vetted. Children benefit from a good range of safety measures which include fire safety precautions such as, a fire blanket in the kitchen and a frequently practised emergency evacuation drill to ensure staff and children can leave the premises quickly.

Children are well protected by staff who have a sound knowledge and understanding of child protection. Their awareness is maintained and updated through training. The nursery has a written policy and procedure, which staff read to be fully aware of the steps to take if they have any concerns about children in their care. This promotes the importance of children's welfare. However, the policy does not comply with the Local Safeguarding Children's Board procedures and the procedure to follow should allegations be made against staff does not contain sufficient detail. There is current child protection information displayed in the staff room to provide additional guidance to staff should concerns arise.

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

The provision is good.

Children are settled and enjoy coming to the nursery. They arrive happy and confident to try the new experiences on offer to them. The staff are keen and interested in the children, they greet them warmly and children leave their parents without distress. Staff working in each area of the nursery know the children well. They offer a high level of support to those children who are still settling into the routine following a change of room or are new to the nursery. This enables the children to feel safe and secure within their environment. The children are developing a good sense of self and belonging. The good humour of the staff and ability to promote children's enjoyment is a strength of the nursery. Good relationships are evident between adults and children. Children chatter and talk to staff who respond appropriately, creating a friendly atmosphere. Children confidently go to any of the familiar adults to receive comfort and cuddles. The children have friends and play alongside each other happily. Children are eager to join in and enjoy tactile experiences for example, with playdough, learning new skills through play. Staff have a good awareness of the Birth to three Framework and the Foundation Stage curriculum and use the guidance to plan interesting and stimulating activities for the children. Staff are adept at carrying out regular child observations and record children's overall development and specific interests. This method ensures the staff are aware of children's progress to plan activities which will encourage their next stage of development.

### **Nursery Education**

The quality of teaching and learning is good. Staff work well as a team; they have a clear understanding of their role in the setting. They provide a productive environment in which the children learn new skills, setting out activities to be appealing and encourage children's participation to aid progress. Planning in all areas of the nursery is in place but is flexible to allow children individual choices about what they wish to do.

Children are mostly social and chatty; they have fun and become involved in their play, particularly role-play in various situations. They make positive relationships, have friends and behave well, taking turns and playing co-operatively. Children are learning independence skills

and confidently choose activities and toys to play with, concentrating well at the activity. Children have good opportunities to explore mark making, pencil control and writing their own names; most can identify their names. Children can recognise their name in print on their coat pegs and name labels. There are letters and signs around the room to promote children's recognition of words in print. Children show an interest in books and can select from a good variety. Some children are attentive at story time and participate, contributing what might happen next in the story. However, because of the large group of children with differing abilities; children become distracted by others who are not interested to listen. Story time is also disrupted by the secondary task of children putting on their coats for outdoor play; this distraction does not promote concentration or enjoyment of the story. Children are developing new creative skills and have abundant opportunities to develop their creativity and imagination through arts and crafts, role-play and dressing up. Children's creative development has recently been enhanced by several months of regular input from an art teacher provided through a local authority early years scheme. Children can attend a drama group once a week and have the opportunity to express themselves freely through music and movement.

Staff provide an environment that reflects the background of the children and the wider community. They are beginning to learn about cultural festivals, such as Chinese New Year, in planned activities. The weekly French lesson enhances children's understanding of the world and that people speak other languages. They are beginning to learn simple songs and words in French. Children are beginning to understand differences in their lives to others around them. They are becoming aware of the community in which they live through exploring the local environment for example, photographing, mapping and discussing the route between nursery and the local school.

Children can recognise numbers from one to 10 and use a tactile number line to enhance recognition of numerals. However, there are few opportunities for simple calculation in everyday activities or for staff to reinforce counting. For example, when setting the table or as children line up to go outside. Children recognise shapes and colours well, construct with Duplo and use mathematical language such as tall and smaller, in the correct context. Daily use of the water and sand tray provides opportunity for children to become familiar with weight, capacity and volume while having fun. Children use a range of small equipment with increasing dexterity and for the correct purpose, such as scissors. Children have daily access to the computer, sometimes to watch a children's entertainment programme. The computer is in a room upstairs and at the time of the inspection the room was not used effectively to enable smaller groups to maximise the potential of a valuable resource such as the computer or develop an understanding of everyday technology.

Outside children are developing physical skills, such as climbing and pedalling. The outside area is used daily to enable children to gain physical dexterity and exercise on the apparatus and also to dig and discover bugs. However, when all the children are outside, the area is crowded and does not enable children to practise specific, planned physical tasks well. Parents can choose for their children to join in the weekly Tots for Sport activity provided by a coach, to further promote children's coordination and physical development.

Children are well behaved and share the toys and resources with each other. They have a good knowledge of acceptable behaviour within the nursery and often quote the rules to each other, for example, informing another child that they must take care on the stairs.

Staff find out about the child through discussion with parents and staff in other areas of the nursery. They develop a good awareness of the needs, preferences and skills of individual

children. This assists them in providing a range of activities and resources to suit the individual children in their care. Observations take place and are recorded and used to plan children's next steps in learning. They record children's progress through the stepping stones towards the early learning goals and share this information with parents at regular intervals through written reports and parents open evenings.

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

The provision is outstanding.

Children are valued as individuals. Staff understand that some children have additional needs and there are suitable procedures in place to provide support to children with learning difficulties or disabilities. A designated member of staff is trained in the role of special needs coordinator and has a good understanding of her roles and responsibility to children. All staff promptly recognise if children do not reach their developmental milestones and procedures are in place to ensure children of all abilities are included in activities.

Staff know the children well and enjoy good relationships with children in all areas of the nursery. Children have a positive attitude towards the feelings of others and behave well. Older children show co-operation and take turns while playing with their peers. Staff act as good role models and reinforce positive behaviour through consistent boundaries, praise and encouragement. They display children's art work and share achievements with parents and this enables children to develop their self-esteem.

Children are able to appreciate their multi-cultural society through the excellent range of displays and books and other positive resources available to them, such as, puzzles, role play and small world toys. They have a well planned range of enjoyable opportunities to value diversity when they learn about traditions and celebrations such as Shrove Tuesday, Chinese New Year, Valentine's day and Diwali, for example, the staff dressed in saris and organised a Diwali party. Children learn about helping others, such as fundraising to support charity at their annual fun day. Children's spiritual, moral, social and cultural development is fostered.

The staff team are well supported and valued. Appreciation is shown through incentives and treats to work well as a team, to provide consistent care to benefit the children. The observations staff make of children's progress enables them to provide appropriate care to meet children's individual needs.

Staff work well with parents to ensure children make the transition from home to nursery with ease. They have several visits before starting at the nursery and this allows them to get to know the routines of the nursery and staff within each room. This ethos remains through the nursery and children gradually spend time in the next area of the nursery before they 'move up'. Staff encourage the parents to share information about their child and this enables the staff to provide a continuity of care. Regular feedback is offered verbally at the end of the day; parents of babies also receive written information regarding their child's daily routine. Parents receive information about the setting through the prospectus, newsletters, notice boards and website. The nursery operates an open door policy and parents may discuss their child with the staff at any time. Parents receive written reports regarding their child's progress and have the opportunity to attend an open evening where they can view all areas of the nursery and discuss their child's progress with the key worker. Other events with parents include a Fun Day to raise money for a charity and spend a sociable time together.

The partnership with parents and carers for nursery education is good. Information about the Early Years curriculum is included in the parents welcome booklet and is also on display around the room with photographs of activities. The assessment folders completed by each child's key worker are kept up to date and available for parents to read at any time. Verbal feedback about the nursery obtained from a parent during the inspection is very positive.

## **Organisation**

The organisation is satisfactory.

The provider is in breach of a condition of registration as they are caring for a child older than the registration allows. Action is to be taken immediately to rectify this situation. Children benefit from staff who work as a cohesive team and have a commitment to continually improving their practice within the setting. Staff are actively encouraged to attend a variety of training which ensures they keep up to date with current childcare practice. Suitable staff: child ratios are maintained to effectively support and safeguard children throughout the day. The staff team obviously get along and enjoy working with each other; this provides a secure and caring environment for the children. The nursery is awarded the Investor's in People standard as a mark of being a good place to work. The space is well organised to promote care and learning opportunities but consideration should be given to children's group size particularly for nursery funded children, to effectively maximise their potential. The children are comfortable when at rest in quiet areas for sleep. The provision of peripatetic teachers for drama, French and sport, enhances children's overall development.

Robust systems are in place for the vetting and recruitment of staff working directly with children. This ensures children are protected and cared for by staff who are suitable and have a knowledge and understanding of child development. The record keeping systems effectively promote children's health, safety, welfare and individual needs. All regulatory documentation is in place and up to date with the exception of the child protection policy. All files are meticulously kept and stored securely to maintain confidentiality. Extensive written policies and procedures support the staff in their practical work.

Leadership and management are good. Staff demonstrate a sound knowledge of the Foundation Stage and are involved in planning the curriculum to help children develop. Staff meet regularly to discuss children's progress. The staff understand their roles and responsibilities and the key worker system ensures children's developmental records are maintained accurately to record children's ability and achievement. The owners of the nursery have a hands-on approach which means they are able to support their manager and staff and can observe practice to ensure it is acceptable and inline with the aims of setting. Staff are comfortable in the owners' presence and the owners communicate effectively with the staff team and parents. A rewards scheme has been introduced which helps staff feel valued and promotes their commitment to the children. The manager oversees planning and staff observations of children to monitor the standards of care and education on offer. The manager arranges regular meetings with staff, individually and as a team which enables them to work as a team and discuss any issues. The manager is able to highlight areas for development which includes an extension to the outdoor play area to provide more space and a change to the daily routine which will provide smaller group sizes to enhance children's learning opportunities. The manager cites the qualified staff team as a strength of the nursery. The setting meets the needs of the range of children for whom it provides.

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

At the last Care inspection the provider was asked to include children's surname on the register, maintain a record of all visitors to the nursery, ensure the kitchen conforms to environmental health regulation and provide resources to reflect disability.

Since the last inspection the provider has made improvements to ensure children's full name is recorded in the register and there is a visitors book available to sign at each entrance. An environmental health inspection was carried out in 2006 which approved of the kitchen standards. The nursery has a varied selection of resources to promote diversity including positive images of disability. These changes ensure children's welfare and wellbeing.

At the last inspection of Nursery Education the provider was asked to provide opportunities in the daily routine for children to develop their independence, develop the programme for literacy to enable children to understand that writing is used for a variety of purposes with the aim of promoting reading skills, provide opportunities for children to develop mathematical concepts of size, volume and quantity through everyday practical activities and routines, to investigate and observe living things and for more able children to develop climbing and balancing skills during physical play.

Since the last inspection the provider has improved these aspects of nursery education for the children. For example, to promote children's independence they are able to serve themselves to food and drinks at meal time, hang up their coats and choose aprons before messy play. Writing materials and books are readily available and children engage in activities such as playing with water and sand. These activities provide opportunity to practise emergent writing, looking at books for enjoyment and gain an understanding of size, volume and quantity. Children are able to use the garden for digging and planting to investigate living things and a large climbing frame provides the means to climb and balance to promote physical skills.

### **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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):



- ensure all toys and equipment are cleaned regularly
- update the child protection procedure to comply with those of the Local Safeguarding Children Board (LSCB) and provide detail of the procedure to follow in the event of an allegation being made against a member of staff

### **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):

- improve the organisation of children's group sizes to enhance specific learning opportunities throughout the curriculum
- provide opportunity for children to practise counting, simple sums and calculations in everyday situations.

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)