

Buttons Nursery

Inspection report for early years provision

Unique reference number	EY362171
Inspection date	06/01/2009
Inspector	Sharon Waterfall
Setting address	Church Hall, Boston Road, Spilsby, Lincolnshire, PE23 5HD
Telephone number	07810 450 581
Email	
Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Buttons Nursery is run by a private partnership. It opened in 2008 and operates from an old church hall. It is situated close the centre of Spilsby, Lincolnshire. The care takes place on ground floor level and a disabled toilet is accessible. There are two main care rooms for the children and an indoor soft play area which is used by all ages. There are secure enclosed play areas on two sides of the setting. A maximum of 32 children under eight years may attend the nursery at any one time, currently there are 50 children on roll. None are currently in receipt of funding.

The nursery is open each weekday from 08.00 to 18.00 and Saturday mornings between 09.00-12.00. Children can attend full or part-time. The setting offers an after school facility and is registered on the compulsory and voluntary registers. The nursery employs 11 staff, of whom more than half hold relevant childcare qualifications and most other staff are completing training. The setting supports children with learning disabilities and/or difficulties, and who speak English as an additional language. They receive support from an advisory agency provided by the local authority and a teacher from the local children's centre.

Overall effectiveness of the early years provision

Staff have a growing awareness of the requirements of the Early Years Foundation Stage (EYFS) and children's welfare is appropriately promoted, as most requirements are in place. Staff are caring, kind and warm and work well together as a team to ensure children's immediate needs are met. Parents input is valued, though as the assessment systems are still in early infancy they are not able to be fully involved in the process. Continual improvement is made through evaluating the provision from advice gained on training courses, from advisory teachers and staff appraisals.

What steps need to be taken to improve provision further?

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

- ensure records of medication show clearly that permission has been gained before administration
- ensure children are provided with a safe environment and that risks associated with hot drinks are assessed
- build on children's prior learning by pitching activities at a level that is demanding but still within children's reach, by planning and resourcing a challenging environment where children's play can be supported and extended
- develop the use of systematic observations and assessments of each child's achievements, interests and learning styles and use the information gained to identify learning priorities, involving parents in the process.

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

- obtain information about who has legal contact with the child; and who has parental responsibility for the child 31/01/2009
- ensure a full risk assessment is carried out for each type of outing, taking into account the nature of the outing and an assessment of the required adult:child ratio's. 31/01/2009

The leadership and management of the early years provision

The setting is beginning to implement aspects of the new legislation and regulations, for example, completing written risk assessments for the premises and updating policies and procedures. Though many hazards have been identified and minimised, risks associated with hot drinks being taken into the care rooms and children's wellbeing on outings have not been considered, which compromises their safety. Most of the required documentation is in place though specific information relating to parental responsibility is not available and at times prior permission to administer medication is not clearly recorded. Robust vetting procedures are in place which ensures all practitioners are suitable to work directly with the children, who are safeguarded as staff have attended advanced training in child protection issues.

The staff are very sensitive to the children and meet their daily care needs ensuring all children feel secure, comfortable and happy. The setting liaises well with other professionals and parents and carers to meet the needs of children. Settling-in procedures are agreed with the individual families and enable carers to be actively involved in the process. Parents are able to share relevant information with staff on a daily basis and receive appropriate information regarding the running of the provision, but are not involved in the developing assessment system.

The setting has successfully made positive changes and improvements in their provision from listening to and implementing the guidance from advisory agencies. They are working through an action plan, which all staff participate in through staff meetings, daily activities and on-going training. Staff undertake bi-annual appraisals to enable them to reflect on their strengths, evaluate practice and identify any training needs. This is part of their ongoing programme of development for both the premises and children's overall care and learning.

The quality and standards of the early years provision

Staff are providing a range of activities and learning experiences for the children that cover all six areas of learning within the EYFS. A key worker system is in place and each day time is allocated to either working in those groups or with individual children. Written assessments are just developing and not enough information has

yet been recorded to link into individual planning for children or their next steps in learning. Therefore although activities are appropriate they do not always challenge the children and create opportunities for extended learning, or take account of children's own ideas or prior knowledge.

Babies receive lots of positive interaction from their carers including hugs, cuddles and smiles. Their chatter and babble is valued and staff respond in an easy manner, laughing and playing directly with the children. They use their senses to explore their surroundings and enjoy new experiences offered such as playing with shredded paper, feeling cooked noodles and listening to musical instruments. In the outdoor area the children listen to the sound of the frozen grass as they crunch and stamp on it.

Practical daily activities encourage older children's mathematical development such as matching the resources to their shadowed shape when putting them away and working out which clothes will fit them in the dressing up selection. During story times the children concentrate as they listen to the story and look at the illustrations, occasionally joining in as they identify items in the pictures. They care and nurture the pet rabbits, enjoy being able to stroke them and observe what they are doing. Opportunities for early mark making take place in the graphics area and through creative activities such as painting. The children keenly participate in discussions and are able to describe items in the bedrooms during a topic about themselves. They receive lots of praise and encouragement for their progress and achievements which builds their confidence and self-esteem. Children develop an understanding of diversity as they engage with a range of resources that promote positive learning about a range of cultures.

The provision promotes children's knowledge and understanding of a healthy living as meals are nutritious and home cooked filling the nursery with delicious smells. They are adapted to suit the needs of young babies and children, whose individual routines are respected. In addition the children gain physical exercise and develop large muscle skills such as balance and coordination as they play outdoors and in the large soft play area.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints since registration.

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.