

Little Buttons Day Nursery

Inspection report for early years provision

Unique reference number	EY375493
Inspection date	16/02/2009
Inspector	Gail Groves
Setting address	Cockernhoe Farm Barn, Brick Kiln Lane, NR Luton, Hertfordshire, LU2 8PX
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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).

Description of the setting

Little Buttons Day Nursery opened in 2008 and operates from three rooms in a converted barn building in Cockernhoe in Hertfordshire. This is a rural area near Luton. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.30 for 52 weeks of the year and offers children very flexible hours of attendance, depending on parental need.

The nursery is registered on the Early Years Register. A maximum of 33 children may attend the nursery at any one time. There are currently 41 children aged from birth to under five years on roll, some of whom attend on a part-time basis. The nursery supports children with learning difficulties and/or disabilities as well as children who speak English as an additional language.

There are seven members of staff, six of whom hold appropriate early years qualifications to at least NVQ level 2. One of these members of staff has recently achieved a BA Honours Degree and one member of staff is working towards achieving Early Years Professional Status. The setting provides funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children feel valued and secure and form trusting and affectionate relationships with all members of staff. This, alongside the partnership the nursery has formed with parents, carers and the local school, helps to ensure that children's individual needs are met effectively. Most documentation to support children's welfare and learning is in place and the setting's policies and procedures are generally effective. The manager's accurate evaluation of the nursery's early years provision has effectively highlighted priorities for future development and there are well targeted plans in place to improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- extend the development of children's independence skills at snack time
- develop children's assessments to clearly identify learning priorities and next steps and link these more clearly to the planning.

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

- keep a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident; this also applies to risk assessments for outings.
(Documentation)

02/03/2009

The leadership and management of the early years provision

Children's welfare, care and safety are promoted very effectively. Staff are well qualified and work extremely well together as a team. As a result, sessions run smoothly and children are fully and effectively supported in their play and learning at all times. The managers' self-evaluation of the nursery is beginning to allow her to accurately identify areas for improvement and this has led to changes in the nursery's practice that have had a positive impact on children's safety and development. For example, a new security system fitted to the main door prevents unauthorised access to the building and the soft surface now fitted under the play equipment in the outside play area helps to protect children from serious injury if they fall. Links have also been made with the local school so that children's transition to the new setting can be supported through visits to attend assemblies.

Staff work closely with children's parents and carers to develop a good understanding of children's needs and attainments when they first begin to attend and ensure that they are always available to discuss any issues with parents and carers if this is required. Newsletters and displays keep parents and carers well informed about the day-to-day running of the nursery and what their children are learning and encourage them to become involved in developing and supporting children's learning at home. In addition, children's development and progress records are discussed and shared with parents at consultation evenings.

Sound recruitment and vetting procedures ensure that children's welfare is safeguarded and staff provide a safe, stimulating and attractive environment which meets the needs of all children. Most of the required documentation for the safe and efficient management of the provision is in place but the Early Years Foundation Stage requirements to have written risk assessments for the premises and for each outing are not fully met.

The quality and standards of the early years provision

The nursery promotes children's welfare, learning and development effectively. Children's good health and well-being are well promoted and the staff's consistent use of sound hygiene policies and procedures ensures that all necessary steps are taken to prevent the spread of infection. Children enjoy a range of freshly prepared, healthy meals and snacks which they eat with relish. They learn good hygiene routines such as washing their hands before eating or after playing outside so that they develop an understanding about the importance that these play in developing a healthy lifestyle and their daily opportunities to enjoy exercise and fresh air in the outside play area develops their understanding still further. Children's safety is prioritised and furniture, equipment and toys are good quality, well-maintained and meet all children's needs. Effective measures are in place to minimise the risks both inside and outside and daily discussions with staff about practical experiences within their everyday routines help children learn to keep themselves safe. Staff understand the signs and symptoms that would give rise to

concerns about children's welfare and well-being, and appropriate procedures are in place to safeguard children.

Children enjoy a wide range of interesting and challenging play experiences with a good balance between adult-led and child-initiated activities both inside and outdoors. These help them to make effective progress towards the early learning goals in all areas of learning. For example, older children enjoy regular opportunities to use a laptop computer to develop their understanding of everyday technology and all children learn about the world around them as they go for walks in the woods, feed the ducks or watch the farrier shoe the horses at the farm next door. Babies and young children are encouraged to learn to explore their environment through their senses and activities, such as playing with lentils and wet sand that are provided to develop their interest in texture and to extend their coordination and small muscle skills. Appropriate systems to identify and support children with additional learning and/or development needs or who have English as an additional language are in place.

The staff demonstrate very good teaching techniques and their interactions cleverly help to motivate and engross children in activities and encourage them to develop thinking and reasoning skills. In addition, they ensure that children's efforts and achievements are always recognised and valued and consequently, children behave well and show good levels of involvement and cooperation. Staff make regular observations and assessments of what children know and can do and use these to track children's progression towards the early learning goals so that their learning and development can be appropriately monitored. However, children's individual learning needs are not always clearly identified or sufficiently linked to the planning of activities.

The environment is bright and attractive, and is organised to allow all children the ability to access resources and activities independently so that they can pursue and explore their own particular learning interests at will. Staff provide effective and timely intervention if children require support although sometimes children's independence at snack time is not sufficiently encouraged.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 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 made to Ofsted 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.