

Buttons Day Nursery School

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Buttons Day Nursery School is a limited company, and is one of two nurseries run by a husband and wife team. It registered in 2005 and operates from a converted Victorian house. It is situated in Hampton High Street, Middlesex and is close to local transport links. There are several rooms on the ground floor and first floor available to the children. These are organised according to the children's ages. Access to the first floor, where children under two years are cared for, is via a staircase. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register, to provide care for a maximum of 52 children at any one time, of whom no more than 47 may be in the early years age group. The nursery is open each week day for 51 weeks of the year from 7.30am to 6pm. There are a small number of children who have made the transition onto local schools, and continue to attend this setting before and after school. Children attend for a variety of sessions. There are currently 48 children from eight months to seven years on roll, the majority of whom are in the early years age range. The nursery supports a number of children with English as an additional language.

The nursery employs 10 staff. The registered persons take an active role in all aspects of running the business, and one holds Early Years Professional Status. There is a qualified cook. The majority of the staff hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and make good progress. The staff team are enthusiastic, and are very strongly led. There is a real commitment to development through effective self-evaluation. There are many systems for working with parents to meet each child's individual welfare needs and evolving systems to work more closely with promoting learning together.

What steps need to be taken to improve provision further?

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

- continue to work on issues already identified through effective self-evaluation, for example, by providing a variety of opportunities for parents and carers to contribute to their child's development records on a more regular basis, to identify future goals and work together to support children's learning
- continually re-appraise the environment to ensure that children are offered further opportunities to extend their learning, and so that resources are used well to achieve planned goals; for example, by providing more challenge in

the writing and problem solving, reasoning and numeracy areas

The effectiveness of leadership and management of the early years provision

The staff team are friendly and welcoming. The team as a whole demonstrate an outstanding understanding of child protection issues, and the procedures to follow in the event that there is a concern. There are robust procedures in place for the recruitment, induction and ongoing appraisal of staff, to demonstrate their suitability for their roles. This safeguards children. Regular risk assessment and daily checks enable staff to identify any potential risks and take steps to protect children. This also ensures that the environment is ready before the children arrive.

The management team are exceptionally motivated and ambitious for their provision. Their process of self-evaluation has enabled staff, parents and children to share their views. It has been highly effective in identifying many of the setting's key strengths and areas for further development. Management regularly observe the staff, and promote a reflective approach. This means that the team are constantly looking at ways to improve their provision and outcomes for children. Some of the ways this has benefited children already is in extending equipment and resources, and reorganising the rooms into zoned areas. There are regular opportunities for staff and parents to share information verbally and two parent consultations each year. However, parents do not always know on a day-to-day basis what is next for their child in terms of learning goals, and this limits opportunities for the staff and parents to work together to promote learning. The setting have identified that this can be improved by inviting parents to provide observations for children's learning records, although these are not established yet. The setting are also in the process of implementing new documents for individualising planning, which may include information for parents about how to support learning at home.

Staff organise the rooms on the ground floor, and the toddler rooms to allow free flow. This enables children to make independent choices about what they want to do from a good mix of activities. Practitioners move with the children, to ensure supervision is maintained well. Staff promote equality and diversity, there are many displays throughout the setting which show positive images and give information about different cultures and the diverse world in which we live. This helps children to learn about the wider world, and grow to have positive attitudes. Partnerships work particularly well in relation to children's welfare and parents say they are happy with the service the nursery provides. A parent's committee meet regularly, and this is an opportunity for a two way flow of information about the service provided. The management are proactive in seeking information to review services, for example, surveying parents to establish demand for the use of organic food. The setting have established links with those teaching children who have moved onto local schools, but continue to use the breakfast and after school care at the nursery.

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

The children are happy. Staff greet them warmly, and they feel welcomed as they arrive. This helps children separate from parents and carers. Children have their own pegs. Older children identify theirs, and self-register when they arrive, recognising their written name. They are pleased to see their friends, and quickly settle at activities. Children happily select their breakfast, making a choice between the healthy options of cereal and toast, and clear their plates when they finish. They enjoy the food prepared by the chef, which is nutritious and varied and meets their individual dietary requirements. This benefits their health. Children sit together and chat happily as they eat, enjoying the company of the small number of children who attend before school, and several talk about going to 'big school' when they are older.

Children demonstrate an extremely good understanding of how to protect their health. Older children follow the excellent pictorial sequenced prompts and wash their hands independently, and babies use flannels with adult support to clean their hands and faces at key times. There are daily opportunities for children to be outside, and even the youngest children are wrapped up warmly and go out to enjoy the fresh air and develop their physical skills as they use a low-level climbing frame and slide. Older children enjoy activities such as water play.

Children are learning about safety. There are regular opportunities to practise leaving the building quickly and safely as part of their evacuation procedures. Older children have discussions with staff about using tools such as scissors with care, and toddlers learn to climb the stairs with support from attentive staff. Children behave very well. They understand the 'golden rules' and cooperate and share, for example, they wait patiently for a chair to become available at the computer. Staff act as good role models, they are attentive and move with the children so that they are supported and meaningfully occupied. This means that children do not become bored or restless.

Children are becoming increasingly independent. They move around and choose the activities they wish to participate in. Some areas are particularly popular, but are not always effectively resourced. For example, children enjoy using the felt tips in the mark making area, but have to ask for additional paper as the supply in the drawers is not replenished, and sometimes children lack interest in the resources provided in other zones. However, there are lots of other opportunities which provide good opportunities for children to learn through play, for example, children enjoy role play and using the craft room for a wide range of activities including painting, cooking, corn flour and play dough. Children are particularly keen to take part in these.

Babies enjoy warm interactions with the staff. Staff sit on the floor and play with the children, they respond to the children, and promote their vocalisation and language development. They support children in developing physical skills, for example when learning to stand and take their first steps. They are encouraging and alert to children's behaviour and routines, for instance, they recognise when a

child is getting tired and prepare them for an early sleep. This means children are comfortable and their needs are met. Toddlers enjoy taking part in sensory activities, particularly sand and water play, and painting. They move with confidence between two rooms, and enjoy singing nursery rhymes and looking at books. They happily approach staff for cuddles. All children are settled, and enjoy warm and nurturing relationships with staff which help them to thrive.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met