



# Buttons Day Nursery School

Inspection report for early years provision

<b>Unique Reference Number</b>	EY307096
<b>Inspection date</b>	25 April 2006
<b>Inspector</b>	Sarah Street
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<b>Registered person</b>	Buttons Day Nursery School 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 good.

### WHAT SORT OF SETTING IS IT?

Buttons Day Nursery School is one of two nurseries run by husband and wife partnership. It opened in 2005 and operates from a converted Victorian house. It is situated in Hampton High Street, Middlesex and is close to local transport links. All children share access to a secure enclosed outdoor play area.

The nursery is open each week day for 51 weeks of the year from 08:00 to 18:00. Children attend for a variety of sessions. There are currently 23 children from 3

months to 5 years on roll. Of these, 4 receive funding for nursery education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 9 staff. Of these; 5, including the manager, hold appropriate early years qualifications. A further 2 staff are working towards a qualification.

The setting receives support from the local authority childcare and development partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children begin to learn about being healthy as they regularly wash their hands, knowing why they have to do so. Access to hot water, liquid soap and paper towels ensures children can effectively wash their hands. Children's risk of cross infection is low as staff have good hygiene practices. Staff closely monitor children who become unwell and promptly contact parents.

Children begin to understand the importance of a healthy diet. They do not become thirsty as they regularly help themselves to water. Staff ensure they regularly offer babies drinks. Children learn about healthy eating as they help prepare their snack which consists of fruit, vegetables and crackers. At breakfast they make choices from a range of non-sugar coated cereals. Children eat an organic, well balanced diet which staff freshly cook on the premises. Staff have clear procedures to ensure they respect parents dietary wishes. For example, all children have their own place mat which state dietary preferences.

Distress to children following an accident is minimised as many staff have current first aid training. Accessible, well stocked first aid boxes are available on the premises and outings. The sharing of accident records with parents enables them to watch for any further symptoms which may develop.

Children enjoy a well planned range of physical activities which contribute to their good health. Children have regular access to fresh air as staff make good use of the outside play area or take the children on walks to local parks. Babies can crawl outside as a safety mat is in place. Children regularly practice their large motor skills as they throw and catch balls, crawl through the tunnel, steer wheeled toys, dance and use the climbing equipment. They enjoy running games which the staff initiate and happily join in with. Daily activities which include threading, putting on dressing up clothes, using glue sticks, paint brushes and fitting puzzle pieces enable children to develop and practice their small muscle skills.

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

The provision is good.

Children are cared for in premises where vigilant staff identify and minimise the majority of risks. For example, staff closely supervise the children, when an adult leaves or enters the room, babies have harnesses when in low chairs and socket covers are in place. Younger children have their own garden time which means older children do not knock them. However, staff do not check the hot water temperature before children use the tap and this was too hot. The setting took immediate action to reduce this. Children learn about keeping safe as staff remind them about safety issues. For example, when playing in the garden staff remind children to take care when running as they may hurt someone.

Children play in very clean premises using resources, toys and equipment which are plentiful, safe and in very good condition. Children confidently select toys from low level storage shelves which means they are able to make choices about what they do.

Staff can protect children from possible abuse as they all have a very clear understanding of the signs and symptoms of abuse. Staff are aware of their responsibilities to inform their manager and keep a record of concerns. The local referral procedures are available and the manager demonstrates a clear understanding of her role.

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

The provision is good.

Happy children enter the setting, separate from their carer and choose what to play with. Friendly staff help this transition as they warmly greet the children. Children and staff have very good relationships. Children are confident to approach staff for support or cuddles. Babies and toddlers take part in a stimulating range of activities which encourage them to develop. Staff support children by sitting on the floor with them and involving themselves in play. For example, when a child is hiding a toy, both staff join in the game putting their hand to their mouth in surprise when the toy is found. The child smiles at their response.

Staff use their good knowledge of the Birth to Three framework to ensure children take part in activities which support their development. Staff evaluate written observations and effectively use this information to write individual plans. Parents have access to these records which enables them to be involved in their child's day.

### **Nursery Education**

The quality of teaching and learning are good. Children progress well, supported by staff's clear knowledge and understanding of the Foundation Stage. Detailed plans cover all areas of learning and demonstrate staff's clear understanding of the curriculum guidance. They show that children participate in good range of activities which encourage them to play and learn. Staff competently use situations which occur to encourage children's thinking. For example, the children were feeding the new fish and staff wondered if anyone could think of a song about fish. A child confidently stated a song which they all sang together. Children confidently discuss colours, numbers and shapes during the day. Staff help children make progress as

they use their written observations to evaluate what the children can do. They use this information to clearly identify and plan for the next stage of learning.

Children make good progress in all areas of learning. However there need to be more opportunities for mark making and choosing books in communication, language and literacy. The writing area does not always have accessible resources. Children cannot always select a book as they are stored in a box with a heavy lid. Children care about each other and adults. They warmly greet each other on arrival and show concern. For example, when a staff member trips, a child asks if they are alright. Children concentrate well and play nicely together. They have good independence skills and are able to remove and put on their coats, prepare their snack and serve themselves at meal times. Regular and interesting conversations take place and staff prompt thinking by asking open questions which the children confidently respond to. For example, when staff ask what will happen if they add food colouring to the cornflour mix the children state it will change colour. Children are very confident to speak in group situations. They enjoy listening to stories and join in with their favourite parts. Children regularly explore the natural environment as they go on walks to parks. In the nursery they plant seeds and observe flowers as they open. Children learn about cultures different to their own in a meaningful way. For example, following the celebrating of Holi the children are able to explain to their parents what they have done. Children competently use the computer. They regularly design and construct pictures and models using two and three dimensional equipment. Children are confident when working with number and shapes. They confidently count to 10 and can recognise some numerals. Children discuss size and can identify different sizes. For example, when using the computer the children correctly state which is little or bigger. During cooking activities children happily use scales to weigh. Children confidently name and match colours. They use their senses to explore malleable items such as play dough and to discuss the smells of the cooking ingredients. Children use their imagination to carry out detailed imaginary games with or without props. They enjoy music and often dance or sing.

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

The provision is good.

Children feel valued as staff are aware of their individual needs and take time to support these. For example a child who is settling into a new room is able to spend some time with his favourite worker from his previous room. Children feel good about themselves as staff regularly praise their achievements. Children have access to a varied range of toys which give positive images of gender, culture and disability. Children play with these in a non-judgemental way.

Children behave very well. Staff help children learn about acceptable behaviour as they calmly deal with any situations which occur. When two children disagree over a toy, staff go to them and explain the need to share and take turns. Children are polite and regularly say please and thank you without prompting. Toddlers learn the importance of good manners as staff praise them when they say thank you for the first time.

Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Effective links enable consistency in care as staff and parents regularly discuss children's needs. Parents of young children receive clear information about the Birth to Three Framework. The parents notice board gives clear information about the policies and procedures. Parents of children who receive nursery education funding have access to good information about the six areas of learning. The photographic display demonstrates how children learn whilst they play. Regular newsletters and access to the plans enable parents to support their child's learning. Staff seek information from the parents about children's previous experiences. They effectively use this information, as well as their own observations, to help the children make progress. Parents state they are very happy with the setting and comment that the care is excellent, the staff are warm and friendly and are overseen by a good manager. They also comment that they receive regular feedback about their child's development.

## **Organisation**

The organisation is good.

Staff enhance children's care with effective organisation. The preparation of the rooms before the children arrive encourages children to quickly settle. Staff work well as a team communicating effectively to meet the children's needs.

All legally required documentation which contributes to children's health, safety and well being is in place. Records are confidentially stored and easy to read.

Leadership and management is good. Staff are led by a manager who communicates effectively with her team and gives praise for ideas. The manager has effective systems in place to monitor the planning. Nearly all staff have childcare qualifications. They all regularly attend training which keeps them up to date with current practice. The recruitment procedure is generally effective but the setting do not seek information concerning the health of staff. As a result they do not know if staff have any health issues which affect their ability to care for children. Effective induction procedures mean that staff are aware of their roles and responsibilities. For example, all staff know how to evacuate the premises and are aware of the policies as they sign to say they have read them. The high staff to child ratio and the use of regular staff ensures children receive lots of attention from staff they know.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since April 2004 there has been one complaint relating to National Standard 6:

Safety. Ofsted carried out an unannounced inspection and the provider agreed to carry out an action to ensure they met the National Standards. The action was to ensure fire exits can be opened without the use of a key.

At this inspection it was seen that all fire exits are unlocked.

The provider remains qualified 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.

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## **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):

- make sure the hot water in the children's bathrooms is adequately monitored so that it does not pose a burning hazard
- improve the recruitment procedure by assessing staff's health in relation to their fitness to work with young children.

### **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):

- ensure children are able to regularly access writing materials and can freely access the books.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)