



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 160173

DfES Number: 512334

### INSPECTION DETAILS

Inspection Date	25/01/2005
Inspector Name	Christine Bonnett

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Buttons Day Nursery School
Setting Address	99 Oaklands Road London W7 2DT

### REGISTERED PROVIDER DETAILS

Name	Loukes Leisure Ltd 2233606
------	----------------------------

### ORGANISATION DETAILS

Name	Loukes Leisure Ltd
Address	99 Oaklands Road London W7 2DT

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Buttons Day Nursery School is one of two nurseries run by Satnam Parhar Associates Limited. It opened in 2001 and operates from three rooms within a single storey property in Hanwell. A maximum number of 62 children may attend the nursery at any one time.

The nursery is open each weekday from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 58 children aged from 3 months to under 5 years on roll. Of these, five children receive funding for nursery education. Children come from a wide catchment area.

The nursery supports a child with special education needs and children who speak English as an additional language.

The nursery employs 15 staff, of whom 10 including the manager hold appropriate early years qualifications. A further four staff are working towards a qualification.

## **INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.**

### **How effective is the nursery education?**

Children are making generally good progress towards the early learning goals in most areas of learning and very good progress with their creative development.

The quality of teaching is generally good. However, there are some weaknesses in the teaching programme. Staff work well as a team and act as good role models for acceptable behaviour. Clear systems are used for tracking children's progress and evaluating the learning outcomes. Children are interested in the activities offered and participate with enthusiasm. Their understanding that writing is used for a variety of purposes needs to be enhanced and simple mathematical concepts used in daily activities. Opportunities are lost for children to develop their independence, particularly at meal times. The staff provide a varied programme of practical activities to support children's learning and make good use of available resources. However, more able children lack challenge in their physical development and chances to observe and investigate living things. Many opportunities are available for children to express their creativity.

Both the manager and provider are committed to enhancing and expanding the current good standards of the nursery through the on-going training and development of staff. They seek support and guidance from a number of sources, such as the Early Years Development and Childcare Partnership (EYDCP), to ensure that they remain up-to-date with current good practice.

The nursery works very well in partnership with parents. They receive detailed information about the nursery and the educational programme. They also have opportunities to be involved with their children's learning. There are formal and informal methods for the exchange of information about children's progress. Positive comments were made by parents about the quality of care and educational input the nursery provides.

### **What is being done well?**

- There is a commitment by management and staff to further develop the educational programme within the nursery.
- There are good opportunities for children to develop their creativity through a variety of activities and recourses.
- Through various planned activities and topics, children are becoming aware that people have different needs, cultures and beliefs within society.
- Children form good relationships with their peers and staff and work co-operatively together.
- Parents are well informed about the nursery and the progress their child is making.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the promotion of children's independence, particularly at meal times</li><li>● the strengthening of the literacy programme to enable children to understand that writing is used for a variety of purposes and to encourage the development of reading skills</li><li>● the use of mathematical concepts of size, volume and quantity through everyday practical activities and routines</li><li>● the provision of opportunities to investigate and observe living things</li><li>● the strengthening of the programme for physical development by providing challenges for more able children to develop their climbing skills.</li></ul>



<b>What has improved since the last inspection?</b>
Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are confident, enthusiastic and persist at planned activities in small group situations. Warm relationships are formed between staff and children. Behaviour is good and children are able to share and play co-operatively. However, there are missed opportunities in the daily routine for them to develop their independence. Through various planned activities and topics, children are becoming aware that people have different needs, cultures and beliefs within society.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children interact confidently with both peers and adults. They have a good range books and select them independently, holding them competently and turning the pages from right to left. Staff encourage children to make links between sounds and letters. Children can identify their own names and those of others, but there is a lack of written examples in the setting, such as labels, to enable children to understand that print is used for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are able to count confidently up to ten and recognise written numbers. They are learning concepts of addition and subtraction and have developed good shape recognition. They have access to a range of games and activities that help develop sorting and matching skills. However, staff provide limited opportunities for children to develop mathematical concepts of size, volume and quantity through everyday practical activities and routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children have good opportunities to explore and investigate texture and to construct with a range of materials. There are limited opportunities to investigate and observe living things. Children learn about aspects of the environment, such as the weather and changes in temperature, through daily routines and planned themes. Children are developing a sense of time, and talk about past events with confidence.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children demonstrate good spatial awareness as they move confidently in the garden and during action songs. They exercise control and dexterity as they handle chalk, scissors and glue spreaders. A suitable range of equipment allows children to scramble over, under and through. But challenges for more able children to develop climbing and balancing skills are not available. Through planned themes, children are developing an understanding of how their bodies work.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children are making good progress in this area. They have opportunities to develop their creativity through the use of dressing up clothes, role play and art activities. They develop their senses in a variety of situations, including cooking activities. Children use musical instruments freely as well as during organised activities, they sing songs, listen to music and participate in music and movement activities with enthusiasm.</p>	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- 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
- introduce opportunities for children to investigate and observe living things
- create opportunities for more able children to develop climbing and balancing skills during physical play.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*