

Buttons Day Nursery School

Inspection report for early years provision

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Inspector	Jacqueline Baker
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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 registered in 2001 and is one of three nurseries owned by the same provider. It operates from a single storey property and adjoining converted Victorian house in Hanwell, in the London Borough of Ealing. A maximum number of 77 children under eight years may attend the nursery, with no more than 30 children aged under two years, at any one time. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered the Early Years Register and also on the voluntary and compulsory parts of the Childcare Register. There are currently 79 children aged from birth to under 6 years on roll who come from the local catchment area. The nursery provides free early education for children aged three and four years. The nursery supports children with learning difficulties and/or disabilities and children who learn English as an additional language.

The nursery employs 22 permanent staff, including the manager, cook, cleaner and three peripatetic staff. Of the permanent staff team working with the children, 17 hold appropriate early years qualifications at level 2 and 3. Two members of staff hold Early Years Practitioner status and a further four staff are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children make good progress with their learning and development. Knowledgeable staff provide a stimulating and exciting environment that ensures each child's needs are met. Staff have a high regard for children's health and welfare and this is reflected in the robust policies and procedures that are in place. Positive links with parents help to involve them in their children's care and learning and they are kept well informed about their children's progress. The management are a committed team that share their enthusiasm for improvement and development readily. The self-evaluation process identifies realistic and appropriate targets, which in turn demonstrate a good capacity for the nursery to maintain improvement.

What steps need to be taken to improve provision further?

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

- improve further the range of resources and opportunities provided to support children's creative development, with particular regard to their imaginative and pretend play

- develop outside areas further to enable children to increase their knowledge and understanding of the world by exploring their natural environment.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority in the nursery and staff have a thorough understanding of practices that keep children safe. Staff know how to identify possible children at risk of harm and are confident with setting procedures to report and record concerns about a child in their care. Effective safety measures are in place, including CCTV to monitor access to the premises. For example, staff carry out regular health and safety checks to indoor and outdoor areas to promote children's safety. There is a robust employment procedure and all staff have a current Criminal Record Bureau check. This, together with the appraisal system and regular team meetings, ensures that staff are suitable for their role in caring for the children. Generally thorough risk assessments identify hazards to children's safety.

The management team is enthusiastic and focused on helping children make good progress in their learning and development, and to promoting their welfare. They are supported by well-motivated staff who shows great commitment to improving outcomes for children. Staff are encouraged to attend training courses, which enhance their skills and knowledge. This has a positive impact on the experiences and activities that they provide for the children. There are effective monitoring activities in place including a thorough self-evaluation form, which takes into account the views of children, parents, staff and other interested parties. This, together with a parent committee and regular questionnaires, provides information to enable managers to identify strengths and most areas for development. Staff are confident to make suggestions to improve practice, for example by reorganising playrooms. This has had a positive impact on the children's concentration and learning.

Children use largely challenging inside and outside areas, which encourage them to become active learners and follow their own interests. Resources are exciting, engaging and accessible to the children, so aiding their independence and self-help skills. However, resources for imaginative play are not sufficiently stimulating to encourage children to explore their thoughts and feelings.

Staff actively promote equality and diversity. They take effective measures to find out children's interests and starting points for their learning and development. Together with an effective observation and planning procedure, these measures enable staff to plan activities and help children to make good progress. Resources reflect the wider world and staff ensure all children's cultural needs are met; for example, staff learn key words in children's first languages to support communication and help children to settle and feel secure. Children take part in multi-cultural celebrations and learn to respect individuality. There are good partnerships with parents with a variety of useful communication methods in place. Daily verbal feedback together with letters, email and newsletters foster an environment where children are nurtured and valued; parents are fully informed of their children's progress. Parents are very confident that their children are happy and progressing well. The sharing of information and children's assessments means that developmental or learning needs are identified and appropriate support

put in place. Children's learning, welfare and development are promoted well by the nursery's effective working relationships with outside agencies.

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

Overall, children are happy and contented at the nursery. The key person system helps children to settle well into new environments and gives them a strong sense of security. The good quality interactions and well-organised routines mean babies and children soon become confident and make positive steps to becoming active learners. Staff are skilled at getting to know the children and therefore children are confident to approach adults and seek a cuddle or reassurance. Children are beginning to show that they know how to keep themselves safe, for example, by knowing that they should not play with scissors. Staff carry out daily observations and use this information to inform individual and group planning. By acknowledging difference and individuality the nursery enables children to flourish and make good progress overall with their learning and development in relation to their capabilities and starting points.

Children clearly enjoy their time at the nursery; they are fully engaged in the exciting activities and are able to make free choices. They move around confidently, joining groups or playing alone. The use of both inside and outside space prompts children to become independent learners who are inquisitive and sociable. Children demonstrate good physical skills and coordination by being active, for example by riding bikes and building with large wooden bricks. Babies develop their physical skills by being encouraged to crawl and take first steps. Overall, outside spaces offer choice and a variety of activity, however at the present time opportunities to explore the natural world in the large play area are limited.

Some children are beginning to count and use mathematical language; they count small objects and can name shapes. Numbers are included in displays around the rooms. This encourages children to develop numeracy skills; for example, by recognising the numbers on the clock, children decide to make paper watches. They enjoy playing with water and sand and with the support of staff they learn about capacity by filling and emptying containers.

Engaging opportunities for early writing are available throughout the nursery. Children take great delight in making patterns in the shaving foam and request this activity frequently. This shows that children are stimulated by this experience, which allows them to experiment, and practice skills needed for writing and drawing. Children readily bring books to adults and ask them to read stories; staff happily sit with individuals or a small group. This helps to foster an understanding that print carries meaning and that in English, is read from left to right and from top to bottom. Staff also ensure that the environment has plenty of examples of text in the form of labelling, notices and playthings. Examples of other languages are seen helping the children to develop an understanding of other cultures or indeed, reflecting their own. Most children show a good awareness of healthy lifestyles; they adopt good personal hygiene routines. They wash their hands before meals and after playing with soil, knowing why this is important. Staff implement good hygiene routines before mealtimes for the babies and when

changing nappies. Drinking water is available and children are able to help themselves. Babies and toddlers appear content and settled because their health, physical and dietary requirements are met well. This demonstrates that they are feeling secure and have a sense of belonging. Older children enjoy taking responsibility and are nominated 'group helper' for the day. Toddlers take great delight in laying the table with plates and spoons before lunch and are able to put their own bibs on with help from staff.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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

The quality of the provision in the Early Years Foundation Stage	2
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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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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