

Little Buttons Day Nursery

Inspection report for early years provision

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Inspector Sheila Harrison

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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

Little Buttons Day Nursery opened in 2008 and is operated by a private provider. It consists of 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 setting is open every weekday from 7.30am to 6.30pm all year round. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register. A maximum of 45 children within the early years age range may attend the setting at any one time. There are currently 81 children attending who are within the Early Years Foundation Stage. The setting is also registered on both the voluntary and compulsory parts of the Childcare Register to care for children aged over five years to eight years. This is currently not in operation. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 13 members of child care staff. Of these, one holds an appropriate early years qualification at level 2 and is currently working towards a qualification at level 3, eight are qualified at level 3 and one at level four. Three members of staff have degrees in early childhood studies. 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 happy and have access to a wide spread of interesting play experiences and activities, helping them to make good progress towards the early learning goals. The entire staff team get to know the children and their families well, which overall enables the setting to be inclusive and provide for the individual child. Strong systems ensure all children are safe and develop a generally good knowledge of the importance of a healthy lifestyle. Staff work together as a secure team and continually strive to improve the provision through careful reflection on their practice. As a result the setting is well placed to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve systems to further develop children's awareness of good hygiene practice, with reference to infection control measures
- review the routines and deployment of staff to meet the individual needs of all children during large group times and the personal care routines.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and understood by those who work with the children. Staff are suitable to work with children and demonstrate a high level of commitment to promoting their safety. Children are taught to be safety conscious without being fearful as they confidently use the steps in the new outdoor play house.

The environment in which children are cared for and educated is supportive. Children's development is broadened as the setting makes very good use of the outside areas. The premises are safe and well cared for. There is an efficient maintenance system and plumbers were very quickly on site to attend to blocked toilets. Information for parents is well displayed and there are low level photographs of the children enjoying their play. This helps to develop a secure sense of belonging, although the use of tables in a confined space and the routine of lining up to use the toilets and to move around the premises are not fully conducive to children's development. The available resources are good quality, plentiful and fit for purpose.

Staff promptly identify children's need for additional support and share information and records with colleagues, parents and where appropriate, inter-agency teams, to ensure that each child gets the help he or she needs. They take effective steps to close identified gaps in children's achievements as they support children with speech and behavioural difficulties. Staff promote equality and diversity actively and tackle unfair discrimination; for example, they help children to celebrate festivals from their own and other cultures. Older children enjoy their weekly French lessons and some bilingual children delight in speaking some words in their home language.

The management communicates high expectations. It recognises the setting's strengths and has soundly addressed previous actions and recommendations, improving the safety and education of the children. The current plan for improvement is well targeted, promoting achievement for all children.

Staff strive to provide high quality care and education. They are a well established, enthusiastic and knowledgeable team. Staff attend training and short courses to update their expertise and to bring new ideas to the setting. The staff in the baby unit have adopted a scheme whereby the key person changes the nappies of their key children, helping to ensure a strong attachment. Staff explain how the children's family photograph books contribute to their knowledge of each child's backgrounds and needs. There are no children on roll who also attend other early years provision. However, the staff understand the importance of working closely with other providers to support children's continuity of care when the need arises.

The setting has effective and strong relationships with parents and carers, ensuring each child's needs are met. There is a well-developed, two-way flow of information about their own child's achievement, well-being and development. Parents are informed about the work of the setting. They are invited to regular

parents' evenings and a parent commented during the inspection that the setting is 'brilliant'. Parents know their child's key worker and can see their child's learning journey on request. Following a course at the local children's centre the staff are planning to introduce a scheme whereby toys and activity ideas are taken home to extend children's learning.

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

Children are happy and settled in the setting. They are making secure progress in their learning and development. Staff have a good understanding of the Early Years Foundation Stage. They assess children's learning well. Learning journeys are completed for all areas of learning, with observations and photographic evidence to show children's achievements. Next steps in learning are clearly identified for each child and inform the planning. These are regularly evaluated to ensure children's progress is assured.

Children are developing very positive attitudes to learning. Staff ensure each child is sufficiently stimulated through a wide range of planned and child-initiated play activities. Staff change the plans to ensure children's interests are followed. For example, children showed great interest in the library books about the jobs people do and this became the current theme. Children enjoy role play as a doctor, baker or hairdresser and they undertake various craft activities planned by the staff to extend their understanding and language. Babies are very sensitively handled, allowing them to develop confidence and resilience with warm and secure relationships.

Children are developing the skills to be creative and think critically. They are asked to make decisions on which toys to take outside. They count the number of boys and girls when taking the register; they add one more as another child comes in and work out whether there are more boys or girls. Children are encouraged to listen carefully and guess which animal the member of staff is describing. They behave well and form firm friendships. They mostly show great care and consideration for each other, although they struggle with this when expected to sit still in a large group and to wait in line.

Children display much fun and excitement as they eagerly take part in a music and movement session delivered by a regular visiting teacher. They are secure in the format of the session with the same songs and routines at the start. Children use the exciting props and experience various rhythms with confidence. They use their imagination and loud and soft voices when pretending to be the baby dinosaur.

Children use the outdoor area to experience all the areas of learning on a larger, more active scale. They use magnifying glasses and paper on clipboards to make observations and make records. They are learning to care for other living creatures as they feed the chickens, bath the tortoises and watch the horses. There is great excitement as the children find a large slug in the vegetable patch and spider in the new summer house. Older children record their findings on the setting's digital camera. Children are learning to care for others less fortunate than themselves as

they take part in a sponsored toddle.

Children show a useful understanding of healthy living. They learn about healthy eating through the wide range of tasty, nutritious meals and snacks. Staff generally implement secure hygiene procedures throughout the setting although some measures, such as toothbrushes kept together and touching, potentially risk the spread of cross-contamination. Children are reminded of the house rules to keep themselves safe, such as coming down the slide with their feet pointing downwards and to sit on chairs rather than lean back on tables.

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