

Buttons Day Nursery School

Inspection report for early years provision

Unique reference number	EY431959
Inspection date	09/01/2012
Inspector	Carol Willett

Setting address	8 Langham Road, TEDDINGTON, Middlesex, TW11 9HQ
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Type of setting	Childcare - Non-Domestic

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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 opened in 2011. It is a privately run nursery and is one of three nurseries owned and run by a husband and wife team. It operates from a converted Edwardian property in a residential road in Teddington in Middlesex. The nursery is close to local transport links and there is street parking outside. The premises consists of three base rooms and an enclosed outdoor play area. Children aged under two years use the playroom on the first floor accessed by stairs only. Children come from the local area and attend for a variety of sessions.

The nursery is open each weekday from 7.30am to 6.30pm with an optional 7am start. It is open for 51 weeks of the year and closes for the week between Christmas and New Year and for all bank holidays. The nursery also has three staff training days when it is not open to the children.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to care for up to 58 children from birth to eight years. There are currently 21 children on roll in the early years age group. The nursery also currently collects three children aged five to eight years after school from local primary schools. The nursery provides free early education for children aged three and four years. The nursery supports children who speak English as an additional language.

There are six members of staff who work with the children, a cook and cleaner. The owner/co-manager has a level 4 nursery management qualification and Early Years Professional Status. The nursery manager has level 4 Montessori qualification and the deputy has an honours degree in Early Childhood Studies and Early Years Professional Status. All other staff hold appropriate level 2 or 3 childcare qualifications. The nursery receives support from the local early years team. It is a member of the Preschool Learning Alliance and the National Day Nurseries Association and holds an Investors in People Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children make good progress in their learning and development as they confidently play in a child-friendly nursery where staff value and include their differing needs and backgrounds. Staff organise and use resources exceptionally well to support children's learning and development. Staff are knowledgeable, enthusiastic and caring and they work very well as team to ensure children's safety is extremely well promoted. Staff develop highly positive partnerships with parents, sharing information effectively to ensure they meet the needs of children, have links with other settings children attend and know to liaise with other agencies when required. The exceptionally enthusiastic and motivating management team drive forward improvements and is strongly committed to providing a high quality provision. They continue to develop self-evaluation systems to further support their already good capacity to maintain improvement.

What steps need to be taken to improve provision further?

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

- provide a wide range of creative materials, resources and sensory experiences for children to explore and to develop their imagination and creative development
- develop children's self-care skills by enabling them to access drinking water independently.

The effectiveness of leadership and management of the early years provision

Staff take exemplary steps to safeguard children. The nursery has excellent security procedures in place including CCTV to monitor the premises. Staff have a comprehensive understanding of safeguarding procedures, practices and issues. They all undertake regular training. The detailed policy is reviewed with a quiz at staff meetings to ensure staff are confident in the procedures to follow if they have any concerns. The nursery implements extensive employment, induction and appraisal procedures. All staff are committed to improving their knowledge and skills through training, consequently staff are well qualified and highly suitable to care for the children. Exceedingly thorough risk assessments identify hazards to children's safety. Staff complete daily checks to indoor and outdoor areas to promote children's safety and take very effective steps to minimise hazards, including children's access to the stairs. The outings procedure is excellent. Staff complete risk assessments of every outing undertaken, taking a well-stocked outings bag to ensure they can address any issues that arise. Children access a wide range of high quality toys and equipment that is easily accessible, which significantly contributes to the good progress they make in their learning and development. Staff organise the premises and resources extremely effectively into age-related base rooms. Each room is divided into zoned areas to ensure all areas of learning are covered daily. Staff are deployed very effectively to make sure children are safe and their needs are met. The comfortable sofa in the baby room makes it feel homely and welcoming to the youngest children. Children often have individual support in their play and learning. Staff ensure the day is calm and unhurried and children have ample time to play, have rests, refreshments, fresh air and physical play daily.

The capacity to maintain continual improvement is strong. The nursery owners and management team are exceptionally well motivated and have high aspirations to provide the highest quality care for the children. They have begun the process of self-evaluation using well established good practices from the other nurseries in the group. They identify the key strengths and areas for further development in this newly established nursery. For example, there are plans in progress to encourage more active participation from parents through a questionnaire to feed into the evaluation process and inviting parents to form a parent liaison committee. The nursery effectively promotes a reflective approach and organises regular

support meetings for staff, for both individuals and teams. These meetings provide good opportunities for staff to look at ways to improve their provision and outcomes for children.

Staff promote equality and diversity well. They have a detailed knowledge of each child's background and needs through the very effective key worker policy and detailed forms completed when children first start. Staff quickly form positive relationships with parents and strong bonds with the children through flexible settling-in procedures so children feel safe and secure. The nursery establishes effective partnerships with local schools they collect children from, which positively contribute to children's achievements and well-being. The nursery has not yet cared for children with special educational needs and/or disabilities, but procedures are in place to identify and support children's needs and to liaise with other agencies who may be involved in their care.

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

Children make good progress and respond well to kind, caring, attentive staff. The child-friendly and welcoming playrooms are organised very well so children can freely select the toys. Shelves have pictures so children know where to put the toys back, developing a sense of responsibility for their environment. Staff are knowledgeable and confident in their understanding of children's development. They ask open questions and promote discussions to prompt children to think. Planning is linked to the Early Years Foundation Stage early learning goals and is adapted to suit the individual needs of the children. Children enjoy close relationships with the staff. Babies respond with interest to all adults, demonstrating they feel safe and trust adults to meet their needs. Children play well together as they role play with the dolls and happily share resources. For example, one child wants to have a blue cup at lunch so the child with that cup passes it to him. Children receive lots of encouraging praise when they do kind things so they learn to be caring. Behaviour management strategies clearly promote strong levels of confidence and self-esteem in the children.

Children develop a good awareness of diversity and develop their knowledge of the wider world through the range of resources, planned activities and outings in the community. Children's cultural needs are well supported. Staff learn key words and labelling includes children's home languages to support those learning to speak English as an additional language and helps children settle and feel secure. Staff name objects and numbers on jigsaws in both languages, encouraging children to do the same. Staff enthusiastically praise children's efforts with a 'tres bien', building children's confidence in numeracy and communicating in a new language. Children develop good skills for future learning. They play with technological resources, such as push button musical activity toys and older children have use of a computer. Most children are confident communicators. They happily chatter, enjoy singing and listening to stories, handling books well in the comfortable book corner. Children like to make marks using a variety of tools, such as crayons and paintbrushes with developing skills. Babies have lots of cuddles as staff sit and talk

to them, imitate the sounds they make and encourage their communication skills. Babies happily explore good quality toys and sensory materials supported very well by warm, caring staff.

Children use their imagination well as they role play, model with dough and complete planned craft activities. Displays of children's art work encourage a sense of belonging. However, children do not have free access to a wide range of creative materials in order to use their own creative imaginations and develop props for role play. Children's numeracy skills develop well through play and daily routines as they count the number of spoons needed at lunch time. They confidently add one more as one of the toddlers comes down to join in lunch as part of transition procedures. Children learn about healthy living and their health is effectively promoted in a clean well-maintained nursery. Children learn good personal care skills as they independently use the toilet and wash their hands.

Children eat well and enjoy nutritious meals that are freshly cooked using good quality ingredients. Allergies and dietary needs are fully accommodated. Children have access to drinking water throughout the day, although sometimes the water jug is too high for all children to use independently. Children enjoy exercise, physical activities and daily access to outdoor play. Babies are regularly taken out in buggies for walks locally.

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	1
The effectiveness with which the setting deploys resources	1
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	3
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

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