

# Buttons Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number** EY279457  
**Inspection date** 19/01/2012  
**Inspector** Paula Fretwell

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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 Ltd registered in 2004 and is a privately owned daycare facility. It operates from within The Edlington Hilltop Centre, which is located close to the town of Doncaster. All children have access to enclosed outdoor play areas.

The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the nursery at any one time. There are currently 80 children on roll, all of whom are in the early years age range. Children attend from the local community and surrounding areas.

The nursery employs 21 staff, all of whom hold a relevant childcare qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are very busy and happy in the welcoming, inclusive setting and their welfare, learning and development requirements are well met. A stable team of practitioners demonstrate effective teamwork to provide care for each child, and there are strong relationships with parents and others to support children's well-being. Indoor and outdoor space is used to good effect and high quality resources are accessible to enable children to make good progress in their learning and development. Secure systems which include the views of staff and parents are in place to evaluate the quality of the provision, review current practice and plan for improvements. The recommendations from the last inspection have been addressed.

## **What steps need to be taken to improve provision further?**

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

- improve organisation in the baby room so that the key person meets the needs of each child in their care, for example, at meal times
- develop further ways to ensure all parents understand their children's records of progress and achievements within the Early Years Foundation Stage
- develop further the system of self-evaluation and provide opportunities for children to be involved.

## **The effectiveness of leadership and management of the early years provision**

Children's safety is given utmost priority within the nursery. Risk assessments are robust and there are rigorous vetting procedures in place to ensure that all adults working with the children are suitable to do so. Clear induction procedures ensure all staff fully understand their role and there is minimal staff turnover. Secure

monitoring systems and collaborative working with key agencies ensure that any concerns about the children's welfare are recorded and reported to the Local Safeguarding Children Board without delay. In addition, practitioners develop their child protection knowledge through mandatory training and are able to confidently recognise the different indicators of child abuse and neglect. Children demonstrate exceptional understanding of safety issues and they assertively remind each other about these. Children's knowledge of safety is enhanced through exploring the roles of the emergency services, such as fire and police, within planned activities.

Staff are mostly deployed well to meet the children's needs. A key person system is established, however, this is not fully effective with the youngest children in the setting to support their emotional needs. For example, babies' care needs are met by several practitioners during the day, for feeding, nappy changes and settling for sleep. Practitioners scaffold the children's learning and make good use of the space within the building, enabling children to access the attractive indoor and outdoor play areas. Effective use of equipment and resources successfully supports the children's individual learning styles. Comfortable seating in the baby room enables the youngest children to have a cuddle or a story with practitioners.

Strong partnerships with parents ensure practitioners gain a secure knowledge of the children's backgrounds and personal needs. Parents' views are actively sought and the results of questionnaires fed back to them. Parents demonstrate high levels of satisfaction in the setting and the expertise of practitioners. They say staff are very approachable and they feel welcome. They describe the setting as 'a surrogate family' and say it is 'inviting, comfortable, fun and safe' and their children receive 'fantastic care'. Links between home and the setting are fostered through practice, such as children taking home 'Buttons' the bear and sharing its adventures. The setting promotes anti-discriminatory working practices and has good measures in place to recognise and support each child's needs, seeking further support if necessary in order to ensure successful outcomes for children. Partnerships with other professionals are strong and ensure continuity for the children and enhancements to the provision. The management team is very passionate about the future development of the nursery, and this enthusiasm transfers to the whole staff team, inspiring their work with the children and giving them responsibility and ownership in their roles. Since the last inspection, well-considered improvements have been put in place and action plans have been devised through reflective practice. Staff are actively encouraged to make suggestions for improvement and contribute fully to the setting's self-evaluation, however, the views of children are not yet included in this process.

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

Children thrive within the friendly, welcoming and inclusive nursery. They enjoy high levels of care and education, supported by skilled practitioners who make imaginative use of the resources to ensure that the early years provision is both interesting and challenging. Planning is specific to children's interests and practitioners know each child's unique personality and preferences. Detailed observational assessments are maintained, which are effectively monitored to spot

any gaps in the children's learning and development. These records are shared with parents and carers, who are invited to record their own observations of their child at home. Assessment files are extensively recorded, however, not all parents may be easily able to understand the information which they contain. Practitioners chat to parents on a regular basis and use photographic evidence around the setting, including a slide show in the reception area to illustrate what their children have been doing.

All children engage in purposeful play which supports them well through the six areas of learning. Babies are active, inquisitive and keen to explore. They investigate a wide range of toys, books and natural resources which encourage movement and enhance their sensory development. Babies enjoy water play and practise splashing, filling and pouring. They participate in mark making and enjoy exploring different textures, such as play dough, in which practitioners encourage them to feel and smell the dough. Practitioners consistently chat with the babies, modelling language and repeating new sounds. Books are a firm favourite within all the age groups, and babies repeatedly choose their favourites to look at.

Children over two engage in a free-flow style of play within the day, which enables them to make decisions and engage in self-chosen challenges. As a result, children develop competence and confidence in their play and interactions with others. Children show a keen interest in information and communication technology and they are skilled at using various equipment. This includes an interactive white board, through which they discover mathematical concepts, such as size, weight and position. Children thoroughly enjoy stories and they enthusiastically join in with repeated refrains, interacting fully with their favourite books. Props are used effectively to accompany stories, songs and rhymes, such as a hairy spider, which delights the children. Children are good communicators and this is enhanced through the use of simple sign language within the routine. Practitioners use this to accompany simple instructions, praise and encouragement. Children enjoy using play dough and they proudly show how they can create snails, sausages and snakes. They become engrossed in the role play area, working and buying food from the Chinese takeaway and dressing up accordingly. Children are very involved in their community and enjoy trips to the library, garden centre, bakery and medical centre to enhance their learning.

Children develop a strong perception of the importance of keeping healthy and active. They benefit from high quality food and drinks and are able to confidently identify a broad range of fruits and vegetables, some of which they grow themselves in their vegetable garden. Babies' mealtimes promote their independence and practitioners are on hand to support and encourage. Lunchtime is mostly sociable, although the youngest babies are not included with the older babies when being fed. Mealtimes are fun and sociable for the older children; they operate a self-service snack system, making healthy choices, and they enthusiastically wash up after themselves, developing excellent skills for the future. Practitioners maximise learning opportunities when encouraging children to set the table as they talk about how many of each item they need and discuss how many more, engaging in problem solving in a practical way. Practitioners eat with the children, modelling social skills and an enjoyment of food. The designated cooks know the children's dietary needs and take a keen interest in what the children eat

and enjoy. The setting has been awarded a five star food hygiene rating from the local authority. Outdoor play opportunities are maximised and the children develop good attitudes to exercise and physical challenge. Children's physical health is promoted well through effective practice; practitioners clearly discuss and demonstrate hand washing for children and this is supported with visual photograph sequences for them to follow. Children are reminded to cover their coughs and to use tissues as appropriate.

Exceptionally good behaviour is in evidence throughout the nursery. This is because the children are treated respectfully by practitioners, who model expected behaviour and give children a sense of responsibility. There is strong emphasis on what children can do and the use of positive language. Practitioners are calm and sensitive, interacting with children at children's eye level and giving plenty of meaningful praise and using positive eye contact, facial expressions and gestures. Children know why praise is given and they are clear about what is expected.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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