

# Buttons Day Nursery Ltd- Moorends

Inspection report for early years provision

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EY435490

**Inspection date**

12/03/2012

**Inspector**

Jackie Phillips

**Setting address**

Ridgeway, Marshland Road, Moorends, DONCASTER, South  
Yorkshire, DN8 4SB

**Telephone number**

01709866488

**Email**

cindy.shaw1@btopenworld.com

**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 - Moorends registered in September 2011. The nursery is operated by private ownership. It is situated within a children's centre in Moorends on the outskirts of Doncaster. Children are cared for in rooms according to their age. Each room has its own enclosed outdoor area. Office, kitchen and laundry facilities are also available. Opening times are from 7.30am to 6pm all year round, with the exception of all bank holidays and a week at Christmas.

The nursery is registered by Ofsted on the Early Years Register and both parts of the Childcare Register to provide care for 50 children at any one time. Currently there are 35 children on roll. The nursery cares for children who speak English as an additional language and children who have special educational needs and/or disabilities. There are seven members of staff employed at the nursery. This includes a supernumerary manager and nursery cook. All staff who work directly with the children hold a recognised childcare qualification. One staff member holds an early years degree and another has Early Years Professional Status.

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

Overall the quality of the provision is good.

Children enjoy their time at the welcoming, inclusive nursery. The friendly and approachable staff team know children well, helping to ensure they meet children's individual needs competently and confidently. The nursery is secure and the majority of areas used by children are safe. High emphasis is placed on partnership working particularly through effective information sharing. Those in charge use good systems to evaluate and reflect on their practice to secure improvement leading to enhanced outcomes for children. They have high aspirations for the future.

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

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

- ensure the risk assessment includes anything with which a child may come into contact with.

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

The nursery is extremely secure and there are clear policies, strategies and procedures in place to ensure children's welfare, well-being and protection. For example, this includes effective systems to ensure adults who arrive to collect children are clearly authorised by parents to do so. Staff access appropriate first aid and safeguarding training and have been checked to ensure they are suitable

to work and have close contact with children. They know the action to take if they have concerns about a child's welfare or well-being. This includes speaking to parents, liaising with appropriate agencies and professionals and keeping accurate records. There are comprehensive risk assessment systems in place which includes frequent checks of areas that children use. However, a loose cable in the entrance area presents a potential hazard for children.

Resources are good, fit for purpose and the varied range is used well by staff to support children's learning and development. The print rich environment is well organised and used skilfully to achieve planned learning goals for children. Ongoing observation and assessment of children's progress is an integral part of the learning and development process. Staff make systematic recordings of what they know and find out about each child's achievements, interests and learning styles. They use this information expertly to guide their planning. They place high significance on involving parents through ongoing dialogue and welcome their comments, either verbal or written, towards the assessment process. Partnership working within the wider context is good, which makes a strong contribution towards children's achievements and well-being.

Adults seek the opinions of different groups of people towards the evaluation of the overall effectiveness of the nursery. For example, they work harmoniously alongside other professionals and providers and seek the views of parents and children. They are responsive to change and adaptation whilst remaining secure in their knowledge and experience of providing high-quality childcare. Adults are confident in their vision for the future and action plans for development and improvement are realistic and well-chosen. Individual team members are used very well in areas of expertise, for instance taking the lead for children's learning and identifying areas for enhancement. This leads to improved outcomes for children. The manager has day-to-day responsibility for operation and management of the nursery and is very confident regarding their aims and objectives. She presents a highly positive role model, leading her team by excellent example.

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

Children are happy and content within the environment and use space inside and outdoors very well. They move around confidently and know where to find toys and resources they need, which shows they feel safe and secure within their surroundings. Children enter the nursery enthusiastically and quickly settle, separating from parents and carers confidently. Labels and picture clues help them find what they need and assist at 'tidy up time'. The storage of toys and resources at low level helps all children make independent choices and decisions. Effective use of photographs helps children identify different activities as part of everyday routines and keeps parents informed and involved. Children make good progress in their learning because staff provide a stimulating and challenging range of events and experiences provided for them. For example, they are encouraged to learn through investigating a range of natural materials. This includes, sand, water, play dough, soil for growing plants and everyday commodities, such as exploring the properties of mashed potatoes and oats mixed with honey. Children make pictures

using a variety of techniques, such as collage and printing with raw vegetables. A varied range of good quality photographs help to provide children with ideas, for example to construct buildings such as a castle, mosque or block of flats.

There are a number of positive images displayed around the nursery and planning includes the celebration of different festivals, such as Mothers day and Chinese New Year. This helps children understand the society and world in which they live. Children are challenged to think critically by, for example, staff asking lots of 'what if' questions and encouraging them to share their thoughts and ideas. Children are familiar with the evacuation procedure of the building so that they know what to do in the case of an emergency. They are asked to consider the consequence of their actions. For example, what might happen if they use tools inappropriately. This helps them begin to develop an understanding of personal safety.

Children communicate well with each other and with adults. They enjoy playing independently or as part of a small or large group. This helps them share, take turns and develop social skills. They use resources that develop early skills that they will need in relation to everyday information and communication technology. The majority can easily identify their written name and use this skill to find their coat pegs, their place at the dinner table or during self-registration. The seasonal menu is regularly rotated and is adapted to meet any special dietary requirements. Children get involved by serving themselves pieces of fruit at snack time, counting accurately as they do so. They select a slice of toast and a small pot of butter to spread themselves. This supports their developing self-help skills.

Because children are very well occupied and engaged their behaviour is good. They enjoy story time and group singing events. There is a fair system to make sure everyone gets the chance to choose a song, number or action rhyme. Children have very good listening skills and confidently recognise a theme song to a favourite film when it is played to them. Overall, children are very well equipped with the skills they need in order to secure future learning.

## 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	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

<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	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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