

Bright Buttons

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

The nursery registered in 2011 and opened in early 2012. The nursery is located within the premises of Fanshaw House, in the London Borough of Hackney. The nursery operates for 51 weeks of the year, closing at Christmas for a week. Opening times are from 8am to 6pm each weekday. There is access to a secure outdoor area.

The nursery is registered on the Early Years Register. It is registered to care for 36 children within the early years age range; of these, only 14 children may be under two years. There are currently 19 children on roll and the nursery supports a number of children learning English as an additional language. The nursery is not in receipt of funding for early education sessions.

There are seven staff employed to work directly with the children; of these, five hold appropriate qualifications, including the manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in relation to their starting points and develop a good understanding of healthy lifestyles. However, their learning is not always fully challenged or extended through conversation with staff and due to the limited range of resources. In addition the environment for babies is not sufficiently homely. The nursery has sound systems in place in relation to partnership working with parents, carers and others. This helps to ensure children's individual needs are met. The nursery has begun to self-evaluate its service and demonstrates a sound capacity to improve.

What steps need to be taken to improve provision further?

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

- provides babies with an environment which is 'homely' enough to feel comfortable while providing an environment suitable for learning
- provide time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults, both one-to-one and in small groups and between the children themselves
- support and extend children's learning and development by increasing the range of activities and resources which challenge and extend their learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately. There are robust recruitment and vetting procedures in place to help ensure that adults are suitable to have contact with children. Any individuals with pending checks do not have unsupervised access to children. Staff demonstrate a satisfactory awareness of their responsibilities and the procedures to follow if child protection concerns arise. Children are cared for in a safe and secure environment. For example, staff monitor visitors to the nursery, who are required to sign in and out. In addition, staff are suitably deployed and adult to child ratios are met. This helps to ensure that children receive appropriate levels of supervision and support.

Although the nursery has only been in operation a short time, staff are beginning to develop systems to reflect on their service and are keen to improve their practice. For example, they recognise that additional work to improve observation, assessment and planning is needed. As a result, in-house training is being organised. There are also plans to develop a parent questionnaire to involve parents more formally in the self-evaluation process. In addition, they are in the early stages of developing links with local authority advisors. They talk to children about their interests and likes and plan accordingly. Children use a satisfactory selection of activities, toys and resources. However, due to a recent rise in the number of children attending the range available is not sufficient to meet their needs and extend their learning fully. In addition, the baby area lacks some warmth and cosiness. For example, most of the walls and ceiling are bare of items to stimulate and excite babies' interests.

There are sound systems in place to promote partnership working with parents and others. There are notice boards, which provide parents with information about the Early Years Foundation Stage framework and planning. Staff share information with parents verbally at drop off and collection times. In addition, parents receive weekly progress reports of children's achievements and areas for future learning. This helps to ensure that parents are involved in children's continuous learning and development. The nursery is beginning to develop links with other professionals. For example, staff work with the local authority Special Educational Needs Coordinator. In addition, the manager demonstrates a clear understanding of the need to establish links with local schools, to support children's transition.

Staff treat children with respect and value them as individuals. They have appropriate procedures in place to settle new children and in the main, children settle well and part easily from parents. Most feel secure and play contentedly with their chosen activities. All children are encouraged to access toys and resources regardless of their gender. Children learning English as an additional language receive suitable support. For example, staff work with parents to find key words in children's home languages. There are a suitable selection of resources, which reflect the diversity of children and adults within and beyond the nursery.

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

Children engage in a wide range of physical activities, which helps to increase their understanding about the importance of regular exercise. For example, they enthusiastically engage in races with their buggies and move the large tyres around. Some of the more able children begin to make links with the outdoors and exercise. For example, they tell adults that they are going to the garden for some exercise. Children begin to learn about good personal hygiene through discussions that take place. For example, they receive gentle reminders to cover their mouths when coughing and sneezing. Children have healthy and nutritious meals that take account of their dietary requirements and parents' wishes. For example, they eat cereals, wholemeal bread and fresh fruit and vegetables.

Children develop a sense of how to stay safe. For example, staff remind children not to stand or sit on low-level walls in case they fall off. Young children begin to develop confidence to explore their surrounding and enjoy finding out what they can do. For example, toddlers enjoy playing with the shaving foam and shredded paper. In addition, staff have formed positive relationships with children who are praised for their efforts and achievements. This helps to increase children's confidence and self-assurance. Children begin to make choices in their play as most resources are at their physical level. There is a key person system in place and staff are kind and caring towards children. This helps children to feel safe and secure in their environment. Children are encouraged to put on their own coats and hang their belongings on their pegs, which supports their independence skills. The nursery is beginning to acknowledge festivals, such as Easter. This helps to increase children's understanding of their own cultures and those of others.

Staff are beginning to conduct regular observations of the children and identify the next steps in their learning. They use these to plan sufficiently for each child's learning needs. Planning continues to develop and evolve as the staff seek the most effective system to meet the children's learning needs.

Children make satisfactory progress in developing skills for the future. For example, they investigate how to push, pull, lift or press parts of toys. In addition, some children are eager to participate in conversations with adults about family life. However, some staff are more skilled than others at posing open-ended questions and engaging children in sustained conversations. As a result they do not always extend children's learning. Children enjoy having stories read to them in groups or individually and are beginning to understand that print carries meaning. For example, some children sit with books and excitedly make up their own stories and songs. Children are able to access a suitable selection of resources that enable them to practice their early mark making skills. For example, pencils, crayons and a selection of painting tools. Children also enjoy the opportunity to make marks and patterns in the shaving foam. Staff introduce mathematical language into children's play. For example, there are discussions about being short and tall and children enjoy comparing their height with their peers.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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