

Buttons Nursery

Church Hall, Boston Road, Spilsby, Lincolnshire, PE23 5HD

Inspection date

13/11/2012

Previous inspection date

06/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The stimulating, child-focused learning environments, both inside and outdoors, provide interesting activities that engage children and build on their interests. Children independently choose their activities from a good range of resources.
- The nurturing of children's personal, social and emotional development is given high regard. A secure key person system means relationships with parents are strong and children feel safe and secure within the setting.
- The management team demonstrate a clear vision for improvement and use effective systems for self-evaluation to plan realistic targets to strengthen practice.

It is not yet outstanding because

- Monitoring systems are not yet sufficiently embedded to ensure the quality of planning and assessment is at a consistently high level.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the Seedlings, Sunflower and Gallery rooms and the main outside area.
- The inspector held a meeting with the owner and manager of the setting.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documents.
- The inspector also took account of the views of parents and carers spoken to on the day and information included in the self-evaluation form.

Inspector

Carly Mooney

Full Report

Information about the setting

Buttons Nursery was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the old church hall in Spilsby, Lincolnshire. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level three and the chef holds a City and Guilds cookery qualification. The nursery opens Monday to Friday from 8am until 6pm, all year round, and children attend for a variety of sessions.

There are currently 63 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the monitoring and tracking systems for assessment to ensure planning and next steps for individual children are consistently accurate and precise.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are well motivated and eager to learn; they join in activities with enthusiasm and enjoy their time in the setting. Adults show a good understanding of varied teaching methods that engage children's interest and plan fun activities that encompass the areas of learning. This was particularly noted in the Seedling room as babies explored the flour with their hands, rubbing, sprinkling and clapping to create clouds of dust. Children's communication, language and thinking skills are promoted well throughout the setting, as staff encourage children to communicate. They repeat words to babies and use routines, such as snack time to develop conversations with two- and three-year-olds. Babies' learning is further extended as they are introduced to new vocabulary, such as 'soft and swirl', while older children talk about flesh and pips in their oranges.

'I Like' boards in both rooms encourage parents to share knowledge about their child from home so staff can plan activities based on children's interests, which effectively promotes their learning and development. For example, sweeping was added to the board for two babies who enjoyed helping to sweep up the flour. This process is better embedded within the Seedling room, as current key person group planning with the older children means that individual children's next steps are not always clear within the whole assessment and planning process. However, through discussion staff demonstrate that they know all the children well. Learning journey records provide a good account of the child's time within the setting and are regularly shared with parents.

Counting occurs naturally in routine activities, such as staff counting out each plate at snack time with the babies to introduce early counting skills. Older children are introduced to counting in groups in fun ways as they are challenged to find a certain number of objects of a particular colour in the outdoor area. Children demonstrate that they know how to complete a simple program on the computer and access other resources, such as telephones to support their understanding of how technology is used. They show good control with the mouse and work cooperatively together to play a game. Accessible writing materials, and the use of chalk boards and wall mounted easels, provide all children with opportunities to practise their early writing skills; older children particularly enjoy painting the fences and equipment with water to make their marks outdoors.

The setting is well resourced with thoughtfully planned play spaces that are organised effectively to promote children's independence and development across all seven areas of learning. The outdoor environments for both age groups have been well developed and provide a range of learning experiences for all children.

The contribution of the early years provision to the well-being of children

The promotion of children's personal, social and emotional development is given high regard within the setting. An effective key person system means that close relationships are established with all children and their families. This means children feel safe and secure within the setting. Children play in warm, welcoming surroundings, where babies in particular, experience a home from home environment with fireplaces and soft furnishings. Babies' individual routines are adhered to, such as sleep times, which meet their needs. Daily written and verbal information is exchanged with parents of babies so that changing needs are constantly met. Children play cooperatively with their peers and their good behaviour is promoted as staff act as positive role models. Regular praise and encouragement offered by staff promote children's self-esteem and confidence.

Children have plenty of opportunity to develop their independence and recognise their own needs before starting school. For example, children pour their own drinks and peel their own fruit at snack time. They help themselves to wipes to clean their hands and face after eating and use the mirror to check they have not missed anything. Young children begin to learn the importance of hand washing as staff sing a hand washing song on the way to the bathroom. Children are encouraged to be responsible for essential tasks, such as tidying away resources, with babies enthusiastically sweeping the floor on the floor with hand brushes. Older children help lay the table for lunch and serve their own dessert. Staff encourage children to think about their own safety, such as why they should not run indoors and to wear safety goggles in the sand if they wish to protect their eyes. Children's awareness of developing a healthy lifestyle is further promoted through the provision of healthy meals and snacks and through regular indoor and outdoor physical play opportunities.

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

The owner, management team and all staff are firmly dedicated to providing a high quality provision for all children. Clear self-evaluation means priorities for improvement are quickly identified and strategies implemented. For example, more rigorous tracking systems for children's development have recently been introduced which has highlighted some areas for improvement. However, monitoring of planning and assessment systems across the whole setting are not yet sufficiently embedded to ensure consistency across all staff, in particular with regard to linking individual next steps to planning. The management team monitors staff performance formally, through supervision meetings, and informally through observation of practice. Staff are encouraged to constantly self-reflect to improve their own practice. Parents' views are sought informally through discussion and more formally through questionnaires. Parents speak highly of the staff and the setting and feel that staff are very approachable.

Clear recruitment and vetting of staff helps to ensure children are cared for by a suitable staff team. Thorough induction procedures ensure staff are clear about their roles and responsibilities and the general running of the setting. Policy quizzes at staff meetings help staff learn and digest essential information to support the smooth running of the setting. Staff liaise with other professionals to support children and their families who have been identified with additional needs and suitable resources are in place to support children's understanding of families, communities and traditions. Links have been established with other providers and continue to be developed to further aid children's progress and development and their transitions to school.

Arrangements for safeguarding children are good, as there are secure partnerships with families and other agencies. Most staff are trained to an advanced level and are clear about how to report their concerns. All staff who work directly with the children hold current paediatric first aid certificates so they can deal effectively with minor injuries. The setting is securely maintained and staff use an effective process of risk assessment to ensure potential hazards are identified and minimised quickly. Overall, all staff show a clear understanding of the welfare and learning and development requirements and strive to deliver an effective and enjoyable learning experience for all children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY362171
Local authority	Lincolnshire
Inspection number	821042
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 13
Total number of places	32

Number of children on roll	63
Name of provider	Miss Tessa Sait & Miss Sophie Burn
Date of previous inspection	06/01/2009
Telephone number	01790 755647

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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