

# Buttons Day Nursery School

8 Langham Road, TEDDINGTON, Middlesex, TW11 9HQ

<b>Inspection date</b>	05/04/2013
Previous inspection date	09/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children form secure attachments with their key person, who supports their emotional needs extremely well.
- Robust systems to help keep children safe are in place, which are understood and implemented well by the staff members.
- Well-developed partnerships with parents enable effective communication between home and nursery, and support their future learning and development.
- The owners and manager provide strong leadership. They run the nursery well and are ambitious in their desire for continual improvement.

### It is not yet outstanding because

- The presentation of resources across the indoor environment varies, which means that children do not always experience a highly stimulating learning environment that will fully inspire and challenge them.
- Children do not always have opportunities to access to a range of equipment that fully promotes their interest in communication and information technology (ICT).

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke to the owners, manager and the staff.
- The inspector observed activities in all three rooms as well as in the outdoor area.
- The inspector took into account the views of parents, who were spoken to on the day.  
The inspector examined documentation including a sample of children's development records, planning and assessment documentation and staff suitability records.
- The inspector and owner undertook a joint observation of a teaching activity.

## Inspector

Jackie Scotney

## Full Report

### Information about the setting

Buttons Day Nursery School was registered in 2011. It is a privately run nursery and is one of four nurseries owned and run by Buttons Day Nursery Schools. 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, part of which is covered. Children aged under 18 months 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 two 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. There are currently 56 children on roll in the early years age group. The nursery also currently collects eight 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 10 members of staff who work with the children, a cook and cleaner. The owner/co-manager has a level 4 nursery management qualification and holds Early Years Professional Status. The nursery manager has a level 4 Montessori qualification. The deputy has a level 3 qualification and is currently working towards gaining Early Years Professional Status. All other staff hold appropriate level 2 or 3 early years qualifications. The nursery receives support from the local authority early years team. It also holds an Investors in People Award.

### What the setting needs to do to improve further

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

- enhance children's opportunities to develop their understanding of technology by increasing the range of ICT resources, such as by including programmable toys and cameras.
  
- develop consistency in the presentation of resources across the nursery rooms so that all children benefit from a highly stimulating environment that promotes learning and challenge through individual choice, as well as possible.

## Inspection judgements

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

Staff effectively meet the needs of the range of children who attend the nursery as they know the children in their care very well. Appropriate levels of support and encouragement are provided by staff at all times. This enables children of all ages to settle quickly into the environment and happily engage with both adults and other children. Staff plan appropriate experiences suited to the children's interests. As a result, all children are confident when choosing activities and eagerly join in adult led activities, such as helping to paint a large red bus for a classroom display.

Staff make good use of assessment to track the progress of children over time. These assessments are used to plan for the future learning of individuals so that all children make good progress according to their starting points. Staff pick up on children's interests quickly, extending their interests appropriately. For example, they encourage exploration using a magnet that a child chose to play with. The informative 'learning journals' provide a detailed record of children's progress over time. These are invaluable for sharing information and experiences with parents.

The environment, both indoors and out provides children with a good range of resources that support their all-round development well, overall. There is a good use of pictures in some areas of the nursery that help children identify resources. Additionally, some pictorial routines and work sequences are especially useful to children who are learning English as an additional language. Outdoors, staff make good use of the space. They have sought the advice of natural play experts to enrich the area and include interesting activities created from everyday recycled items, such as ball runs made from guttering. Staff have plans to further develop the outdoor area and children are involved in contributing their ideas through circle time discussions or through drawing pictures. Indoor resources are stored at child height to encourage children to choose and explore independently. However, there are some inconsistencies in the presentation of resources. At their best, these are well presented and attract children's interest very well. The range of resources provided covers all areas of learning and is appropriate for the age and interests of the children. The nursery has a computer in one of the rooms, and babies enjoy investigating toys with buttons and simple mechanisms. However, a variety of resources that help develop an understanding of technology, is not always on offer for all children to choose.

Experiences for children across the age ranges are appropriate. Babies are ably supported by knowledgeable staff who expertly encourage them to develop their personal, social and emotional skills through a range of interesting activities that capture their interests and encourage social interaction with others. Staff use appropriate language and non-verbal forms of communication to interact with babies. They encourage them to use words to communicate and take every opportunity to extend their vocabulary during play. Older children are also comfortable with the staff who care for them. They confidently move around their environment and initiate their own play well. Children demonstrate an interest in taking part in rhymes and listening to stories, and older children give thoughtful answers to questions related to the end of day story. Children are acquiring useful skills

that are preparing them for school. For instance, an interest in letter sounds is fostered through the completion of puzzles. Staff successfully extend children's knowledge of initial sounds in words. Children of all ages are encouraged to develop their physical skills. For example, babies are provided with a wide range of opportunities to explore using their senses. Older children enjoy experimenting with a variety of drawing and writing skills, demonstrating appropriate control.

Partnerships between parents and their child's key person are a great strength of the nursery. Through daily opportunities to receive updates, as well as the twice yearly formal parents' evenings, parents are provided with a clear overview of their child's progress. Additionally, staff complete the progress check at two, which identifies children's strengths and areas for future development. Staff take parental requests on board and work together with parents to support the child's all round learning, for example, by providing parents of older children with additional literacy reinforcement when requested.

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

Children of all ages are happy and content within the nursery environment. They quickly form attachments to their 'key person', who takes special responsibility for them, and other members of staff. This results in children being confident within their environment. Appropriate contact and cuddles especially benefit babies when they initially separate from their parents, and helps develop positive relationships from an early age. Staff skilfully encourage children's growing independence; for example babies who are hesitant to join in a messy foam play activity are encouraged sensitively by staff who slowly withdraw their support as their interest grows. From an early age children demonstrate an ability to take responsibility for making their own choices within the environment and are self-motivated in their play. When the time comes for children to move to the next age group, the staff take great care to ensuring that children's transfer is carefully managed. They work closely with parents and make this move a gradual process. This care ensures that children feel confident and secure in their new environment and that the handover to their next key person is seamless.

Clear behaviour guidelines are in place which are understood and followed by children across the age groups. Staff are good role models; they are calm and approachable. They quickly and appropriately address any minor issues, helping children develop empathy for others as they explain the effect that their actions can have on others. The safety of children is given a high priority by the nursery staff. They observe children, stepping in when necessary to help keep children safe from harm. Children understand the importance of safety, understanding cause and effect. For example, older children explain succinctly why they should take care whilst climbing and what would happen if they fell. They take part in regular evacuation drills which help older learn how to react in emergencies. At such times, staff look after babies carefully. Children's personal care is catered for every well by staff who have efficient systems in place to meet their needs, and encourage independence when children are old enough. For example, older children confidently undertake hand washing and are able to dress themselves independently. Sleep routines for babies and toddlers meet the needs of individuals very well and are

carefully monitored by staff.

The nursery places great importance on healthy lifestyles. Staff prepare nourishing snacks and meals, providing a quality, balanced menu that children enjoy. Children take growing responsibility for assisting at meal times; older children help set the table, putting out the personalised place mats that clearly show who has special dietary requirements. Children confidently serve themselves food and water and also help make some dishes, such as occasional treats for tea. Through a good range of outdoor equipment, children take an interest in exercise; they enjoy playing with rackets and balls, and confidently use wheeled vehicles to travel in the outdoor area.

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

The nursery owners have highly effective systems in place to help keep children safe from harm. From the biometric entrance system and CCTV in the nursery, to the rigorous recruitment and induction procedures, there is clear evidence that they take their safeguarding responsibilities seriously. All staff have criminal record checks, have received appropriate safeguarding training. The nursery has an appropriate number of trained paediatric first aiders. Regular training sessions, which often include quizzes and role play scenarios, help to ensure that staff knowledge is kept fresh and up to date.

The management team effectively monitors the educational programmes. The owners have successfully implemented the Early Years Foundation Stage framework. A clear, consistent approach for planning and assessment is evident across the nursery. The staff are well aware of the learning and development requirements. They demonstrate this by making reference in their planning to appropriate publications that explain children's developmental stages. Planning and assessment are regularly monitored by management, as well as room leaders. This check provides management with a clear overview of practice and enables them to monitor children's progress according to their starting points.

The owners and manager have high expectations of the staff. They are extremely thoughtful about the provision offered and as such regularly evaluate their practice, putting into place action plans in order to continually improve. Staff benefit from on-going professional development, which includes targeted training in areas that the nursery has identified as an area for development, as well as supporting individuals to gain additional qualifications. This training, alongside on going performance management, develops staff knowledge and skills so that children's care and learning experiences are of a good quality. Parental questionnaires and daily contact provides the staff with parental feedback, which is built in to planning for the future. Children's views are also sought through listening to their ideas or through drawing pictures. These views feed into the development planning of the nursery, for example, while planning to develop the outdoor environment further.

Parents are overwhelmingly happy with the care and education their children are receiving at the nursery. New parents are very happy with the warm and friendly staff, who communicate well and are flexible to each family's requirements. Parents comment that

their children are happy at the nursery. They feel the staff listen and respond quickly to their suggestions. The parents' committee is a most valuable method of ensuring that the management regularly involves parents in the nursery plans, supporting the owner's view that parental partnerships are hugely important.

The owners recognise the importance in developing partnerships with other agencies to support children's individual needs. The staff have fostered working partnerships with local schools; staff regularly collect children from local schools for after school care, and invite teachers to visit their nursery to aid children's transfer to school. The nursery owners have also developed links with the local community, with children benefiting from these links. For example, children joined in with the local high street Christmas celebrations. The staff also involve children in raising money for the wider community. They support many national charities through events such as the annual fun day, which involves the whole nursery community and helps cement relationships with parents.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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 action. 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

<b>Unique reference number</b>	EY431959
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	907955
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	58
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Buttons Day Nursery Teddington LLP
<b>Date of previous inspection</b>	09/01/2012
<b>Telephone number</b>	020 8977 1124

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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, which are usually the childminder's 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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