

Little Buttons Nursery

St Brigid's Church, Elland Road, Leeds, West Yorkshire, LS27 7GE

Inspection date

Previous inspection date

01/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are motivated and eager to learn because staff provide a range of stimulating and interesting activities that capture their interests and imaginations.
- Children's communication and language skills are developing very well. This is because staff engage in a wide range of conversations with children to support them to develop their vocabulary.
- Children are very confident and are kind and caring towards their peers and staff. This is because they feel safe and secure in the setting and staff sensitively remind them how to behave.
- Children are very well safeguarded. This is because staff are very knowledgeable about their role and responsibility to keep children safe and the premises are kept very secure.

It is not yet outstanding because

- There is scope to enhance children's already good independence skills at mealtimes.
- There are opportunities to further involve children in baking activities to enhance their already good physical skills.

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.

Inspection activities

- The inspector observed children in the main room and the outdoor area.
- The inspector completed a joint observation with the manager of the setting, observing the provider carrying out a baking activity with a group of children.
- The inspector held meetings with the provider, the manager and two parents.
A range of documents were inspected, including observations, planning, tracking of children's progress, information provided for parents on the Early Years Foundation Stage and children's daily diaries.
- The inspector checked evidence of staff suitability, parents' questionnaires, training certificates and a range of policies and procedures.

Inspector

Laura Hoyland

Full Report

Information about the setting

Little Buttons Nursery was registered in 2012 on the Early Years Register. It is situated in a converted church, close to the centre of Morley, West Yorkshire and is privately owned and managed. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 6, including the manager, who has Qualified Teacher Status. The setting opens Monday to Friday, all year round, except for a week at Christmas. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 13 children on roll, of whom all are in the early years age group. The setting provides funded early education for three- and four-year-old children.

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 independence skills by; encouraging them to help set the table at mealtimes, pour their own drinks and serve their own food

- enhance baking activities by providing multiple bowls and spoons to encourage all children to be fully involved in mixing.

Inspection judgements

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

Staff know the children very well. They use their strong understanding of how children learn and develop to plan activities and learning opportunities to stimulate and motivate them to learn. For example, group times are used to develop children's understanding of the world as they learn songs to remember the days of the week. Furthermore, children engage in story telling from memory, which staff encourage. Staff extend this learning by teaching them new words to develop their communication and language skills. Children are very confident and are keen to show visitors around the setting. They discuss the activities on offer and how they enjoy playing. Staff engage very well with children and use their interests to foster their imagination and support their learning and development through conversations that interest them. For instance, children role play visiting a restaurant and staff take on the role of a waitress. Children learn the process of ordering food and staff further extend this by discussing the concept of money and how to pay for items. However, children decide they do not like the idea of paying. This means that

children are learning skills for the future while developing their imaginations. Children thoroughly enjoy a wide range of activities. For example, they ask to bake fairy cakes, which is promptly arranged by staff. Children learn about weighing and measuring ingredients and develop their mathematical skills well. However, there is scope to further enhance children's already good physical development by providing more utensils and bowls, so that they can individually mix the baking ingredients.

Staff have a very good understanding of the Statutory Framework for the Early Years Foundation Stage. They regularly observe children and ensure that planning meets their individual needs. Children's next steps are clearly planned and their progress tracked to enable staff to quickly close any emerging gaps in their learning and development. This means that children are all making good individual progress in relation to their starting points.

Parents are fully included in their child's learning and development. Staff understand the importance of working in partnership with parents and have created individual Early Years Foundation Stage information booklets for each parent with photographs of their child. In addition, parents regularly access their child's learning file and feel very involved by the staff. This means that children's learning and development is consistently supported between home and the setting. Staff understand the importance of preparing children to be ready and confident for the next step in their learning, whether it be to another setting or school. Links with schools have been formed and skills children need are being developed. For example, children listen well, play cooperatively with their peers and are motivated to learn.

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

Children are very confident and feel safe in the setting. This is because they have strong relationships with staff and their individual needs are well met. Staff have created a family board with photographs of children's family members and pets. This means that children can visit the board and talk about the special people in their lives whenever they wish. A number of children take the photographs around the setting with them and discuss that the pictures make them feel happy. This gives children a sense of belonging and supports them to develop emotionally. Each child is assigned a key person, who gets to know them and their parents very well during settling-in sessions. Sessions are tailored to meet children's individual needs and ensure that children feel safe and secure before they are left by their parents. This aids children's transitions from home to the setting and staff sensitively support them as they move from room to room.

Staff support children to adopt healthy lifestyles in a wide variety of ways. For instance, children choose a piece of fruit at snack time from the fruit basket and enjoy a range of nutritionally balanced meals. Children use mealtimes to talk to their friends and are developing good social skills. However, there is scope to further develop children's independence skills at mealtimes by enabling them to take responsibility for small tasks, such as pouring drinks or serving food. Children use the outdoor area to exercise and giggle as staff follow them, they all sing a song about a crocodile and do the actions. They engage in singing and clearly, thoroughly enjoy playing outside. Children are learning to

take appropriate risks as they use the slide and know to wait until the child in front has reached the bottom. This shows that they are developing an understanding of how to recognise dangers. In addition, children behave very well and show respect for their peers. For instance, children demonstrate how to use resources and encourage each other to 'have a go' as staff sensitively remind them of the rules and boundaries in the setting.

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

Children are very well safeguarded in the setting because staff have a very good knowledge and understanding of what to do if they are concerned about a child's welfare. All staff have attended local authority safeguarding training and have created comprehensive policies to underpin their knowledge. The premises are exceptionally secure with closed circuit television, key fob entry system and a well-embedded procedure for risk assessing the premises. In addition, all staff have been vetted to ensure that they are suitable to work with children.

Staff work very well as a team and hold weekly staff meetings to monitor the planning and ensure that all children's needs are very well met. They are continually looking for ways to improve and evolve the planning system to ensure that all children reach their full potential. This is done through regular evaluation of both the paperwork and their practices. Staff are dedicated to sharing best practice and regularly attend network meetings where they meet other providers. In addition, they access support from the local authority support workers and enrol on training courses to further their already very strong knowledge and understanding of childcare practices. The provider has arranged appraisals and the two members of staff work together to decide on training needs. Questionnaires are sent to parents and their views are valued as part of the setting's self-evaluation process. Staff are very aware of the setting's strengths and areas that they would like to develop. This demonstrates a strong vision for continuous improvement.

Parents are very pleased with the setting and feel that the staff keep them very involved in children's learning and developmental progress. Although, no children currently go to any other setting, the staff understand the importance of partnership working to ensure that children's learning is consistently supported.

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

Unique reference number	EY451274
Local authority	Leeds
Inspection number	888371
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	13
Name of provider	Little Buttons (Churwell) Limited
Date of previous inspection	not applicable
Telephone number	07525252172

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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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