

Buttons Day Nursery Ltd

The Hill Top Centre, Edlington Lane, Edlington, Doncaster, South Yorkshire, DN12 1PL

Inspection date	08/08/2013
Previous inspection date	19/01/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Young children develop attachments with their key person and they are given regular comfort and cuddles when needed. This results in children being happy, confident and sociable in the setting.
- Children are provided with healthy meals and taught about vegetables. The children and the cook are growing their own vegetables and cooking them to taste, which has a positive impact on children's well-being.
- Strong links with the local schools ensure that children are provided with the appropriate support for a smooth transition when the time comes.

It is not yet good because

- Staff do not consistently implement the procedure to follow regarding notifying agencies without delay about children's safety and welfare.
- Teaching is not consistent throughout the setting. Routines and structure are too rigid, resulting in some children missing out on chosen activities and not making maximum progress.
- Managers are not robustly monitoring staff practice, which leads to weaknesses in the quality of teaching not always being successfully identified, restricting children's progress.

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 with the two managers, the Early Years Professional and the staff at regular intervals throughout the inspection, and made observations of the children present.
- The inspector spoke to a variety of children during free play.
- The inspector observed activities in the three playrooms and the different outdoor areas.
- The inspector sampled a selection of relevant documentation.
- The inspector took account of the views of the parents and carers spoken to on the day of inspection.
- The inspector and the childcare manager participated in a joint observation in the baby room and then the inspector and the Early Years Professional participated in a joint observation the pre-school room.

Inspector

Hayley Gardiner

Full Report

Information about the setting

Buttons Day Nursery Ltd was registered in 2004 and is on the Early Years Register as well as the voluntary and compulsory part of the Childcare Register. It operates from three rooms on the ground floor of a building in the Edlington area of Doncaster. The nursery has its own entrance. There are three enclosed areas available for outdoor play and a garden area for children and staff to use.

The nursery employs 30 members of childcare staff, including one with Early Years Professional Status. It opens Monday to Friday all year round, from 7.30am until 6pm. There are currently 29 children on roll in the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff and leaders implement the procedures regarding the safety and welfare of children, including notifying the relevant agencies without delay.

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

- improve the quality and consistency of teaching, to ensure all staff support and challenge children appropriately to make maximum progress
- improve the monitoring and professional development of staff in order to identify practice that is not yet good and to improve accordingly.

Inspection judgements

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

Key persons know their key children well; they gather some care information from their parents when the child starts at the setting and, as a result, children generally feel safe, secure and confident. Staff conduct assessments and observations of their key children; this means they are able to support children's learning adequately. Children and their parents are lovingly welcomed by staff when they arrive, and most children quickly settle

into an activity. Overall, children participate generally well in their activities, including both child-led and adult-led activities. Most children are developing the skills, attitudes and dispositions they require to help them prepare for their next stages in their learning.

There are opportunities for all children to develop their physical skills in the outdoor area as they have opportunities to play on bicycles, climb over tyres, crawl through a caterpillar tunnel and use larger resources. However, activities throughout the setting do not always offer children good levels of challenge which relate to their individual needs, interests and stages of development. Staff also lack the ability to extend learning opportunities for children during their play to support them to make better than satisfactory progress. For example, as one child explores the sand play and approaches a member of staff to mix water into the sand, she is told this is not allowed. As a result, the child is disappointed and restricted in her active learning, she plays for a short time alone before quickly losing interest in her activity.

Children enjoy role play; they make a camping area where they have deckchairs, a tent, a sleeping bag, pots and pans. Children freely access the area and use their imagination to act out their own play. Some older children talk confidently about their previous experiences and what they are doing and seeing. The staff try hard to promote equality and diversity and include all children in activities. Resources around the rooms reflect positive images of diversity and equality. All children benefit from sensory play experiences as they explore the sand, water, play dough and pasta. Some staff ask open-ended questions to children to help them think and problem solve, such as 'Where do you think' and 'Who could do that?'. Some of the teaching staff have a natural flare and use their ideas to implement good activities. For example, they encourage the children to use the large caterpillar as a train where they all go to the seaside. However, this good teaching is not consistent throughout the setting, and some staff lack energy and their activities are very flat, resulting in children being disengaged and not wanting to participate.

Development records contain photographs, creative work and written observations, assessments and the children's next steps in their learning. These show all children are making satisfactory progress and are developing within the expected stage for their age. The nursery works suitably with parents to involve them in their child's learning and enable them to support children to make progress. Home learning is also encouraged by small libraries, home song packs and suggestion sheets, which are located around the setting for parents to take.

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

Overall, children are happy, confident and obviously enjoy their time at the nursery. Young children develop attachments with their key person and other staff. They are given regular comfort and cuddles when needed. The key person system ensures that staff know their key children. Overall, staff are good role models and provide a calm, caring environment for the children. As a result, children behave well and play cooperatively with their friends.

Children learn about safety through the staff's calm reminders and expectations. For

example, they are reminded to not walk about while eating but to sit down or they might choke. They are given clear indication as to how they are expected to behave, for example, praising their good playing and thanking the children for tidying up. Children gain a good understanding of how to keep themselves safe. They negotiate the space safely and learn how to behave when in the different areas of the provision. They regularly practise the evacuation drill so they know how to leave the premises safely in an emergency.

The staff ensure that children wash their hands before mealtimes, allowing them to be independent and do this themselves. Older children are always encouraged to manage their own personal and hygiene needs. They go to the toilet independently and wash their hands. There are opportunities for older children to be independent at meal and snack times as they choose their own cups and plates to serve their own food and pour their own drinks. Children are provided with a very healthy balanced diet, which includes a combination of fresh fruit, vegetables and hot meals. These are prepared daily, taking account of any specific dietary needs and allergies. The cook has been teaching the older children about fruit and vegetables and has been aiding them to grow and cook their own in the garden. Children talk excitedly about these and go out to water the plants regularly. One child is able to talk in detail about the pumpkins that they have been planting and comments that they are for Halloween.

Children enjoy being able to freely access the outside play space. They have access to a good sized outdoor area and sheltered areas. However, the rigidity of the daily routine results in older children having fewer opportunities to freely access the outdoor provision and limits their play experiences and choices. For example, one child runs excitedly to the whiteboard to be told she has to do a specific activity before using this resource as it is time for her focused activity.

Children are taught about going to school and are beginning to understand they do not stay at the setting forever. Close links with the local school mean that children are able to visit and join in activities with the school children, so they are confident when they start school. However the oldest group of children, who are currently waiting to go to school, do not consistently receive enough challenge in their learning or the ability to make choices about the activities they engage in to keep them motivated or engaged at all times.

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

The inspection took place following notification to Ofsted regarding safeguarding children. The inspection found that although staff are generally knowledgeable about the procedure to follow in the case of a child protection concern, they do not implement the procedure consistently in relation to notifying agencies without delay, in order to fully protect children's welfare. Since the concern has been raised actions have been put in place, including the review of their policies and procedures and refresher training for all staff, to ensure that this does not happen again.

Adequate systems are in place to ensure all staff are suitable to work with children. Recruitment procedures include staff undertaking all required checks and confirmation of relevant qualifications or knowledge. All new staff receive an induction with the manager and are given regular supervisions and appraisals in order to monitor teaching and practice. However, although this is in place, it is not wholly effective because the managers are not fully seeing staff's hands-on practice and the effects of the rigid routine that has evolved.

The managers have a satisfactory understanding of their role in meeting the learning and development requirements, including the extent to which they monitor the planning. However, managers are not always fully aware of what is happening in practice in the nursery as their focus has mainly been on the monitoring of paperwork, rather than the quality of teaching. There is a suitable programme of training available to staff.

Partnerships with parents and other professionals are good, which supports children's individual needs and helps them make adequate progress. Parents are encouraged into the nursery to discuss their child's day and they have access to their child's development file to involve them in their learning. The nursery works together with the local authority early years team to make improvements to the nursery. Partnerships with children's services and other specialists are in place to help staff support individual children. The process for self-evaluation within the nursery includes the views of staff, parents and children. This allows everyone to be involved. New ideas and suggestions are implemented from this process, such as the way in which children are collected from the setting at busy times. This means that parents and children are involved in making and evaluating any changes.

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

Unique reference number	EY279457
Local authority	Doncaster
Inspection number	926836
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	29
Name of provider	Buttons Day Nursery Ltd
Date of previous inspection	19/01/2012
Telephone number	01709 866 488

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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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