

# Buttons and Bows

Buttons and Bows, Aster Road, Ipswich, IP2 0NR

<b>Inspection date</b>	07/08/2013
Previous inspection date	15/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The exceptionally dedicated and competent management team have an uncompromising drive and passion to pursue excellence in all aspects. Rigorous self-evaluation and monitoring are effectively used to make ongoing, well-targeted improvements to benefit children.
- Children's safety and well-being are given the highest priority. The provider has an excellent understanding of their responsibility to meet and implement safeguarding requirements to protect children from harm.
- Children are offered a superb range of rich, challenging and inviting activities and resources in a calm, well-organised and welcoming environment. Consequently, they are highly motivated, inquisitive and engaged, and make excellent progress in their learning and development.
- Staff are very caring and attentive to children and sensitively settle them into the nursery. Consequently, children build strong bonds with their key person and are extremely happy, confident and secure in the nursery.
- Excellent partnerships are established with parents and other professionals. This promotes a consistent and cohesive approach to children's care and learning, and ensures children are promptly and well supported according to their individual needs.
- The highly competent, caring and well-trained staff team has a commitment to ongoing professional development. Individual skills and competencies of staff are keenly recognised, highly valued and well utilised to benefit children.

## 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 observed activities in the main playrooms and outdoor areas and interacted with the children.
- The inspector spoke with the staff at appropriate times throughout the inspection and discussed activities with them.
- The inspector had a discussion with the nursery manager and undertook a joint observation with her.
- The inspector looked at children's learning journal development records, planning documentation, wall displays, the nursery's self-evaluation form and a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Hazel Meadows

## Full Report

### Information about the setting

Buttons and Bows was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises in the grounds of The Oaks Primary School in Ipswich, Suffolk. It is one of four nurseries managed by Bows and Arrows, a charitable, not-for-profit limited company. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play and children also have use of part of the adjacent school field and woodland.

The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 2 or above, including two with Early Years Professional Status. The nursery opens Monday to Friday from 8am until 6pm all year round, with the exception of Bank Holidays. It is also closed for a week at the end of August and a week at Christmas. Children attend for a variety of sessions. There are currently 64 children on rolls who are in the early years age group. 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 further improve the quality of the early years provision the provider should:

- enhance opportunities to further support and extend toddler's independence and development, to complement the already excellent practice. For example, implement plans to install toilet and hand washing facilities within the toddler playroom to enable young children to access these more easily and independently when toilet training.

### Inspection judgements

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

Experienced and well-trained staff have an excellent understanding of how children learn. They use their knowledge of individual children, and their clear understanding of the areas of learning, to provide a rich, imaginative variety of fun and purposeful activities which engage and inspire the children. As a result, children are making significant and rapid progress and are exceptionally well prepared for the next stages in their learning and development. Clearly defined areas, both within the playrooms and outside, help to focus and capture children's attention and they investigate and play purposefully. Children concentrate and persevere for considerable periods with activities which engage them.

Resources are refreshed between sessions and are attractively and invitingly presented by staff. This successfully inspires and motivates children's interest, promotes their curiosity and offers them fresh, ongoing challenge. Children have liberty and space to move freely, both indoors and outside, and all areas of learning are superbly covered throughout the nursery.

When a child starts at the nursery, the allocated key person discusses their particular needs and abilities with parents. The key person uses this information, plus their own observations, to get to know the child and establish their capabilities, preferences and starting points. This enables them to plan and offer activities and support according to each child's emerging skills, particular traits and stages of development. The nursery's revised planning system places strong emphasis on the prime areas of learning. This promotes a very solid foundation for children's future learning. Succinct and relevant observations are clearly recorded in a well-presented learning journal for each child, supported by photographs and examples of their work. Observations are clearly linked to the relevant areas of learning. Both written and unrecorded observations are fully utilised to guide and inform planning tailored to individual children. The child's key person discusses possible lines of development with parents and these are used to inform future planning. This ensures children's interests and experiences, from within the nursery or at home, are followed up. A termly summary sheet clearly demonstrates children's progress and highlights any areas where they may need further support or increased challenge. Parents are kept very well informed and involved with their child's learning and development. Any areas which may require additional support, for example, speech problems, are discussed with parents to encourage a cohesive and consistent approach to support their child's progress. This helps to effectively minimise any shortfall in children's learning. Children's development records are readily available for parents to view or contribute to at any time, and their input is sought and valued.

Children are highly motivated and keen to explore the appealing and well-presented resources. They develop excellent physical skills and confidence as they negotiate ride-on toys and climb carefully and purposefully up into the tree house. They use tools, such as scissors and knives, with increasing control. Children learn more about the natural world as they explore the wooded area and staff teach them to care for plants they have grown in the garden planters. Activities are thoughtfully planned and used by staff to maximise children's learning. Children are fully engaged with activities and given time to think and explore. For example, all children helping to make play dough have opportunity to count out spoonfuls of flour, smell a variety of fragrant essences and stir the mixture. Staff ignite children's interest in activities by demonstrating activities and using open-ended questioning, such as 'I wonder what will happen if...'. For example, a child is keen to join in and is fascinated with pouring water into staggered guttering, after a member of staff draws his attention to it.

Children's language and communication skills are extremely well promoted by staff. They are attentive to children's conversations and use opportunities to extend their vocabulary. Staff use facial expressions, eye contact and simple, expressive conversation with babies and toddlers. They are attentive to babies' and toddlers' attempts at communication. Children who speak English as an additional language are supported well to help them learn English. Staff use gestures, visual timetables and pictures to support words.

Children's own language and culture are valued and the nursery manager has plans to improve this area further. Many children recognise their name and familiar letters. For example, they find their own named placemats at lunchtime and their coat peg. An appealing selection of well-presented books, in a comfortable cosy area, fosters an appreciation of books, and children are highly attentive as stories are told. Prop sacks are available to enhance storytelling and for parents to borrow.

Children explore a range of textures and creative media with relish. They delight in painting and playing with sand and water and 'cooking' with mud. Counting is used through daily occurrences, such as counting how many children are present, and several older children can count to ten and beyond. Problem solving is promoted through dynamic and purposeful experiences provided by staff. For example, children work out how to operate the pulley for a bucket and use it to raise and lower other toys into the tree house. Older children are forming positive friendships and many children know one another's names. They are extremely helpful and considerate towards one another, for example, one child offers to open her friend's food wrapper at lunchtime.

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

Children flourish in this superb, caring and welcoming nursery. A rich variety of toys, resources and activities are provided, both indoors and outside. They promote fun and engaging learning and exploration, and offer children a progressive level of challenge. Resources are extremely well presented to ensure they are inviting rather than overwhelming. They are readily available on low-level shelving, promoting children's independence and enabling them to make their own selections. Baskets with photograph labels of their contents help children identify what is available. The management and staff teams have worked hard to create a calm, well-organised and welcoming environment. Neutral colours and natural materials have been used to enhance children's play and learning. Staff note that the refurbished surroundings have had a very positive effect on the children's mood, behaviour and concentration.

Children's behaviour throughout the nursery is extremely good. Staff are excellent role models. They have a calm, but bright and enthusiastic, manner and treat children with kindness and respect. They use positive strategies, such as acknowledging and rewarding good behaviour, and offer clear explanations according to children's age and understanding. Children are tolerant and considerate of one another, for example, patiently waiting their turn while helping to make play dough. Children are offered excellent opportunities to explore and discover their capabilities and limitations, learning from first-hand experiences how to keep themselves safe. For example, toddlers negotiate the ramp on the tree house with care and older children competently climb a tree in the wooded area. This is balanced with unobtrusive supervision and support, as required, from well-deployed staff, enabling children to develop an excellent understanding of how to manage risks and challenges.

Staff work extremely closely with parents, using gentle settling procedures to ensure each child's transition from home into the nursery is a smooth and positive experience. Parents complete an 'All about me' leaflet covering their child's likes, dislikes and capabilities and

discuss their child with the key person. This helps staff to understand and meet children's individual needs. Children are very much valued as individuals. Babies and toddlers delight in viewing the photographs of their families and one another, which are displayed at their level on the wall, helping them feel a sense of belonging. Staff are warm, caring and attentive and get to know the children very well as individuals. Consequently, children settle extremely well and form strong bonds with their key person and other staff, clearly feeling safe and secure with them. Parents are very happy with the key person system, and several state that their children have formed close attachments to their key person.

Children display high levels of confidence and an inquisitive nature. They freely approach staff with comments, questions and requests, and happily approach and speak to visitors. This confidence and positive self-esteem supports them with future transitions, both within the nursery and on to school. Transitions within the nursery, as children progress from one room to the next, are managed very sensitively and according to individual children's readiness. The nursery has established close links with schools children will attend, to promote consistency with regard to children's care and learning. Staff skilfully support children's transitions as they take children to visit their new school and discuss it positively with them.

A healthy lifestyle is highly promoted. Children delight in playing in the spacious, well-resourced outdoor areas and have daily opportunities for plenty of fresh air, daylight and exercise. Snacks and meals provided by the nursery are varied, healthy and nutritious. Staff explain simply to the children why certain foods are good for us, promoting children's understanding of the importance of a healthy diet. Children are offered a variety of different foods, while staff remain acutely mindful of any dietary needs. Staff encourage parents to provide healthy options in their children's lunch boxes. Additional information, suggestions and support are made available to parents with regard to healthy eating via the nursery's 'healthy choices' project. Children's home routines are maintained as much as possible, for example, they rest and sleep according to their individual needs.

Staff have very high expectations of what children can achieve, and everyday tasks are used well to promote children's skills and independence. For example, children pour their own drinks and older children are encouraged to wash up their own plates and cups. Toddlers manage well with a spoon and fork as they feed themselves. Children manage their own personal needs extremely well according to their age, for example, older children freely access the toilets and wash their hands, mostly without prompting. Consideration is being given to implementing plans to install toilet and hand washing facilities within the toddler playroom. This will enhance opportunities and complement the already excellent practice in place to further support and extend toddlers' independence and development when toilet training.

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

The highly dedicated and experienced leadership of the nursery is a key strength. The management team have an uncompromising commitment and drive to pursue and provide exceptional quality care and learning experiences for young children. Clear vision, coupled

with rigorous self-evaluation, effectively targets areas for improvement. A comprehensively completed Ofsted self-evaluation form highlights the nursery's strengths and achievements and identifies priorities for improvement. This is supported by clear, well targeted and time-limited action plans, outlining aspects for future development throughout the nursery. Senior staff have visited a centre of excellence and are keen to emulate some aspects which could be applied to their own nursery, to improve practice and benefit children. The management team is planning to send all staff to experience the centre, to enable a corporate and cohesive understanding and approach to apply improvements in their own setting. The manager closely monitors the educational programmes and reviews each child's development record termly. This ensures children's individual learning and development needs are being very strongly supported and promoted, to enhance and maintain their excellent levels of achievement.

The competent, enthusiastic and happy staff team are highly skilled and committed to their roles. Their individual skills and competencies are recognised and effectively utilised within the group to benefit children. Regular supervisions and annual appraisals promote ongoing professional development. Staff are keen to improve and develop, and relevant training is utilised to enhance their practice, understanding and knowledge to benefit children. All staff have an excellent understanding of their responsibility to protect children from harm. Robust safeguarding policies and procedures are fully understood and effectively implemented to protect children. Any incidents are clearly recorded and parents and the appropriate authorities consulted and informed. Staff work closely with parents and other professionals as required, to promote children's well-being at all times. The nursery establishes highly effective links with other settings, such as the local children's centre and schools. Thorough recruitment procedures work effectively in practice to ensure the suitability of staff. Risk assessments are rigorous and effectively undertaken to ensure children's safety. Staff are very well deployed and are highly vigilant regarding safety and security, enabling children to play freely.

Extremely positive and trusting partnerships are established with parents and carers. All parents are initially offered a welcome pack, which gives an overview of the nursery, including information about the Early Years Foundation Stage. Further relevant information is displayed attractively in the nursery lobby, including photographs of the children at play, illustrating the seven areas of learning. Regular discussions are encouraged between staff and parents to ensure children's individual needs are met. Staff liaise very closely with parents and other early years professionals. This ensures that children with special educational needs and/or disabilities receive any additional support required to make very good progress from their starting points. The nursery manager is readily available to speak with parents and, when appropriate, will visit parents at home to discuss particular issues or concerns with them. Parents are actively encouraged to be involved and their views and contributions are welcomed. A 'Parents Getting Involved' group offers parents the opportunity to offer their input, for example, on fundraising, reviewing policies and specific areas for improvement within the nursery.

Comments received from parents on the day of the inspection are exceptionally positive. Parents are extremely happy with, and reassured by, the warm care and attention their children receive and the competence of the staff. They greatly value the regular feedback and open communication with staff, particularly their child's key person. Parents recognise

and appreciate that their child is viewed and valued as an individual by staff. They are very pleased with the variety of play and learning experiences their children enjoy, and comment on the excellent progress they are making. Parents express that they feel very involved with their child's learning, development and welfare.

### **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>	EY392734
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	915455
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	72
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Bows and Arrows
<b>Date of previous inspection</b>	15/10/2009
<b>Telephone number</b>	01473 680530

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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