

Buttons Day Nursery School

8 Langham Road, TEDDINGTON, Middlesex, TW11 9HQ

Inspection date	01/10/2013
Previous inspection date	05/04/2013

The quality and standards of the early years provision	This inspection:	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

- The well-established key person system results in children feeling settled, happy and forming secure attachments to staff.
- Staff plan and provide a good range of varied activities and play experiences that support children in making good progress in their learning and development.
- The management and staff team work well together to create a nursery environment that is welcoming and child orientated.
- Management and staff are strongly committed to forming good relationships with parents and involving them in children learning.

It is not yet outstanding because

- The use of personalised resources to support children's communication and language skills, and reinforce creative and imaginative experiences, is not fully developed and used consistently.
- The use of information and communication technology is not extended consistently to practical activities that help children use technology for a purpose and find out how things work.

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 discussed safeguarding with staff and the manager, and looked at the nursery's policy.
- The inspector spent time observing staff and children in each of the nursery rooms and in the garden.
- The inspector shared discussion with staff and undertook a joint observation with the manager. She discussed the leadership and management of the nursery with the proprietor and manager.
- The inspector sought the views of some parents through discussion.
- The inspector sampled documentation and children's information and development records.

Inspector

Jane Nelson

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 consist 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, which is 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 47 children on roll in the early years age group. The nursery also collects children aged five to eight years from local primary schools. It receives early education funding for children aged two, three and four years. The nursery supports children who speak English as an additional language. There are 13 members of staff who work with the children, a cook and cleaners. 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. The remainder of staff hold appropriate level 2 or 3 early years qualifications, and one member of staff is currently working towards a childcare qualification. 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:

- extend the use of personalised resources to further support children's communication and language development, by reflecting children's individual age, stage and interests, and involving them in this process

- develop and monitor the use of information and communication technology, linking this to practical activities to help children to find out how things work and use technology for a particular purpose.

Inspection judgements

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

The staff team creates and provides a welcoming and stimulating nursery environment. Staff plan a varied range of interesting play experiences and share affectionate and supportive relationships with children. They use their observations and good knowledge of individual children's needs to plan activities and enjoyable play experiences that children are interested and engaged in. This results in children making good progress in their learning and development, given their starting points. Children are developing a useful set of skills, through their daily activities and the nursery routine, that will support them in the next stage of their learning, for example through listening, sharing, and developing confidence and independence. The nursery has good links with local schools and provides a school collection service if and when required, which provides reassurance and continuity for children at times of change.

Staff form secure relationships with babies, providing a cosy, calm environment and a constant and reassuring presence for babies to explore from. Staff follow children's individual sleeping routines, providing consistency and working effectively with parents to support home night-time sleeping patterns. Babies laugh, vocalise excitedly and babble as they play, demonstrating clearly to staff their own choices and making their feelings known. Staff support babies' language development by describing and repeating what babies are saying and doing. Emerging language such as 'hi ya' and 'bye bye', which babies use frequently and in the right context, is praised and repeated by staff. Babies move with developing confidence in the garden. For example, they crawl through a play tunnel, propel themselves forward in wheeled toys and generate movement on rocking toys. They laugh and vocalise with excitement as they move, taking pride in their achievement of climbing onto the rocking toy by themselves.

Toddlers are developing their independence and communication skills, which staff encourage well through discussion. For example, staff use books and link illustrations to children's experiences, such as a trip to the farm. Children identify animals in the book, recalling when they saw a donkey at the farm and identifying the noise it makes. This encourages children's confidence in communicating in a small group. Staff talk about children's names, using their name labels to register who is present. This helps children to recognise their name and encourages practices such as finding their own place mat at lunch time.

Older children concentrate and use mathematical skills as they sort train carriages and different-sized animals and play figures. Children learn about shape and design as they build a tower; they join bricks together and helped by an adult, realise they need to stand up to add more bricks as they describe the tower getting 'higher and bigger'. Children enjoy a cosy story with a member of staff and excitedly search for a familiar character in a crowded illustration. They examine the figures in the illustration, carefully shouting out when they recognise one that looks familiar.

Children enjoy exploring the outdoors and respond to a member of staff's discovery of a

small slug. They show great care and physical dexterity in handling the slug and helping it to move off their hand onto the ground or into a dolls' house in the garden. There is some use of personalised resources throughout the nursery, particularly in the baby room, where family photographs are displayed at child height. These provide reassurance and a sense of belonging for babies. Some children have family books, which reinforce the links between home and nursery and encourage communication and language. However, staff do not always extend the use of these resources to capture children's developing interests. In addition, they miss some opportunities to help children use technology for a purpose, for example by taking photographs of themselves or favourite objects.

There is some use of visual signs and the nursery is developing the use of visual prompts to remind children about their own safety. These strategies also provide additional support and alternative ways of communicating for children who have English as an additional language or who have special educational needs.

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

Children demonstrate that they feel safe and secure in the nursery and form strong bonds with staff. Most children arrive happy and separate well from parents. Staff are sensitive to their individual needs, reassuring and distracting children who find this process difficult. Babies show strong emotional attachments to staff, by smiling, holding their arms up and communicating with staff by vocalising excitedly and sharing a sense of fun. Older children communicate with a developing confidence, while still being able to have a cuddle when they are upset, tired or need reassurance. Children show a developing awareness of their own safety. They listen and respond to staff reminders to 'take care' and 'look where you are going'. Children use toys and equipment appropriately and move around safely, for example taking care as they use the step into the garden.

Children behave well and understand the nursery 'rules' and what is expected of them. They show care and consideration for others and are learning to take turns and share toys and equipment. Staff identify and plan activities such as small group work and games that involve turn taking and sharing, to help children with this challenge.

Children enjoy being outdoors and taking part in physical activity, which encourages their good health and physical development. Babies show great pleasure in generating movement on toys and walking independently in the garden. Toddlers and older children enjoy navigating space outdoors, crawling through and climbing over a play tunnel, driving wheeled toys and examining creatures they and staff observe. The nursery provides a balanced menu and children enjoy their healthy lunch. Older children are supported in developing independence by staff helping them to serve themselves at lunch time. Children follow regular routines that promote good hygiene such as washing hands before eating and after using the toilet.

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

The staff team understands their responsibilities regarding safeguarding and child protection. They are clear about the procedures to follow if concerns arise regarding children's welfare, an allegation is made regarding a member of staff, or they need to use the nursery's whistle blowing procedure. Clear policies and procedures are in place and regularly discussed at staff meetings to ensure staff are confident in implementing these.

Effective recruitment and vetting procedures are in place to establish that staff are suitable to work with children. There have been some recent staff changes with new staff and a new deputy in post. The staff team demonstrates a clear understanding of the requirement that staff whose vetting procedure has not been completed are never left alone with children. The manager, proprietor and staff explain how they implement this by all staff knowing which staff have not yet completed updated suitability checks and making sure they are supervised at all times. Management requires all staff to sign their understanding and agreement to this procedure, to keep children safe. The staff team understands the ratios they need to adhere to and management has systems in place to ensure the required ratios are met at all times. Staff supervise children closely and use risk assessments to monitor safety in the nursery and on outings. A secure biometric entry system is in place.

The nursery uses self-evaluation, staff training, and feedback from parents and children to reflect on practice and prioritise areas for development and improvement. For example, a review of the settling-in procedure has resulted in a choice of procedures being available to parents, according to individual children's needs and parents' wishes. Systems such as the deputy observing staff practice and giving staff feedback are in the process of being implemented. Effective use is made of training and sharing of good practice between the proprietor's three nurseries, to make improvements. Staff receive regular individual supervision sessions, which lead to appraisals and support for their further development.

Management and staff have a good understanding of the learning and development requirements. Staff are confident in their use of observations and assessment of children's development. They accurately observe and identify where children are and how to support their progress through aspects of their planning and activities. For example, they encourage sharing and cooperative play through games and small group activities. Staff observations and assessment contribute to the required progress check at age two, to assess children's progress and to identify if extra support may be needed. Parents are involved in this process and are invited to share their observations.

The nursery works effectively with parents, to support children's individual needs. Parents are happy with the care the nursery provides and overall feel information is shared effectively with them. They comment in particular how a favourite song from home has been added to songs children enjoy singing at nursery and how the staff have helped children prepare for school. Systems such as newsletters, weekly information emails, a parents' committee and parents' evenings provide good opportunities for parents to be involved in their child's play and learning. The nursery works effectively with other professionals involved in children's care, and with local schools to support children's progress and provide continuity.

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	EY431959
Local authority	Richmond upon Thames
Inspection number	935123
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	47
Name of provider	Buttons Day Nursery Teddington LLP
Date of previous inspection	05/04/2013
Telephone number	0208 840 3355

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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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