

Bright Buttons

Fanshaw House, Fanshaw Street, LONDON, N1 6HX

Inspection date	02/04/2014
Previous inspection date	07/06/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 staff build good relationships with parents to support and extend children's learning and development.
- Children's communication and language, and literacy skills are supported well because staff provide a wide range of opportunities that enable children to develop confidence in speaking, to make marks and learn to write in their own way, and also to develop interests in early reading skills.
- Children take part in a wide range of stimulating activities that helps them to develop skills for the next stage in their development and future learning.
- Children learn the importance of good personal hygiene through well-organised daily routines, explanation and activities.

It is not yet outstanding because

- Staff do not always provide children with sufficient opportunities to try to solve problems in ways which enable children to think about why things happen or 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.

Inspection activities

- The inspector interviewed the manager.
- The inspector observed the staff interacting with children and children interacting with staff and their friends.
- The inspector sampled a range of documentation, including the register of attendance, safeguarding policy, staff records, and assessment records and the record of the risk assessment, accident and medication records.

Inspector

Jennifer Liverpool

Full report

Information about the setting

The nursery was registered in 2011 and opened in early 2012. The nursery operates from three rooms within the premises of Fanshaw House. There is access to a secure outdoor area. The nursery is located in Hoxton in the London Borough of Hackney. The nursery is open each week day from 8am to 6pm. It operates for 51 weeks of the year, closing at Christmas for one week.

The nursery is registered on the Early Years Register. There are currently 32 children aged from one year to four years on roll. Children attend for a variety of sessions, both full-time and part-time. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports a number of children learning English as an additional language.

The nursery employs eight members of staff. The manager holds a foundation degree in early years. All other staff hold early years qualifications to National Vocational Qualification level 2 and/or 3.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn to solve simple problems so that they begin to think about why things happen or how things work.

Inspection judgements

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

Staff have a secure understanding of children's development and use their knowledge effectively to plan and provide a wide range of purposeful play opportunities. Staff make regular observations and record children's achievements in children's 'profiles'. This helps staff to plan for each child to help ensure that their learning and developmental needs are met. Children play in a well-organised environment where they can have easy and safe access to good quality toys and equipment. This means that children can make choices about their play and enjoy their time at the nursery. Staff respect the choices children make. For example, children show that they are keen to look after pets in the nursery when children and staff went out on a trip to the pet shop and children chose a hamster, which they agreed to call, 'Brownie Button'. Staff support young children to share and take turns during activities and games. Older children ask their friends to share equipment and take turns to mix the ingredients during the cake making activity. Children demonstrate that they have the ability to play cooperatively with their friends.

Children's communication and language skills are developing well. Staff provide group opportunities for children to play in mixed groups so that children new to English can learn to speak English from their friends, as well as from adults. Children are given good opportunities to develop their writing skills as they have access to a range of writing materials. Babies make connection between their finger movements in shaving foam and the marks they make. Children enjoy making marks and some children are beginning to write some of the letters in their name. Staff look at books with young children and help them to turn pages and find pictures. Children are beginning to recognise letters and some children are also making connections between letters and sounds. Some children can recognise the first letter in their name. Staff encourage children to find words beginning with the letter of the week. Staff provide appropriate opportunities for children to develop their mathematical understanding during cooking activities. For example, children learn to use mathematical language, measure by using scales and count spoonfuls of ingredients. However, staff do not always provide sufficient opportunities for children to try to work out how to solve problems independently. For example, when children said that the cake mixture was too hard, staff told them what they needed to do instead of encouraging the children to find a way to make it soft. In another cake-making activity, children discovered that the butter did not fall off the spoon as easily as flour or sugar. Staff did not use this opportunity to encourage children to solve this problem.

The staff challenge children to investigate by providing children with the necessary equipment to explore and develop an understanding of the immediate environment and some of its features. For example, children plant seeds to grow African beans. Children demonstrate their skills of observation as they use tools, such as a magnifying glass, to look closely at the growth of plants and monitor the changes in appearance over time. Children also discuss the type of flowers they see on their way to nursery. Staff provide children with opportunities to recall and reflect on what they see. They also provide opportunities to extend the activity, which helps to sustain children's interests. For example, staff support children to keep a record of their findings through completing a tally chart to show and make comparisons about the different types of flowers they observe at that time.

Children develop their creative skills when they learn about colour, textures, shapes and patterns by creating collage using feathers, glitter and paint. Staff also encourage children to experiment with different painting techniques, such as when adding oil to paint. Young children enjoy making marks with paint by using their hands and fingers. Staff recognise the importance of young children experiencing their surroundings by using their senses and support them in doing this. Young children explore textures and shapes when touching and feeling shaving foam, coloured rice, water, sand and dried pasta. Staff adapt the role-play area to help children understand about the different jobs people do. For example, staff set up the role-play area into a dental practice. and take on the role of the dentist to help children learn about dental hygiene.

Children settle quickly when they are new because the key persons and parents carefully plan efficient settling-in arrangements to help children to gradually separate from their parents. An effective key person system is in place enabling staff to be responsible for the care, development and learning of an identified group of children. This helps the staff to use an individual approach that takes account of the children's specific needs. Consequently, children develop a healthy dependence on key persons who are receptive to their needs.

Children's behaviour is good overall. Staff use appropriate strategies according to children's age and their level of understanding so they learn why certain behaviour is not acceptable. Staff help children to feel safe as they remind them to walk indoors and explain the consequences of what can happen if children run into another child or furniture. Children also take part in regular fire drill procedures, which enable them to learn how to leave the premises safely and quickly in the event of an emergency.

The staff's good daily routine and explanation helps children to understand that washing hands after visiting the toilet, before eating meals and taking part in cooking activities reduces the risk of passing on germs. Consequently, older children automatically wash their hands after painting activities. Staff escort young children to the bathroom and give them support to wash and dry their hands at routine times. In addition to this, children enjoy a worthwhile range of activities that enable them to learn about dental hygiene. For example, they visit the local dentist to find out about how to care for their teeth and engage in role play based on this. As a result of this, the older children know to brush their teeth after lunch. Children sleep according to their individual needs. A member of staff stays with sleeping children and they are monitored frequently to safeguard their well-being.

Children receive nutritious and varied meals that help them to develop healthy eating habits. Children enjoy meals such as, chicken casserole with carrot and mashed swede, chilli con carne and scrambled eggs on toast for tea. The menu is adapted for children with specific dietary requirements, with vegetarian options available. In addition to this, children also learn the benefits of a healthy diet through discussions. Babies are beginning to develop their own preferences and make choices for themselves as staff offer them a selection of fresh fruits during snack time. Staff make sure that fresh drinking water is available at all times throughout the day and children confidently help themselves to water. Staff regularly offer babies a drink of water so that they do not get thirsty. Staff provide a good range of play equipment for young children so that they gain physical skills according to their stage of development. For example, babies who are new walkers push buggies and develop movement skills when they use sit-and-ride toys. Older children enjoy outdoor play and engage in a wide range of physical games and activities that contributes to their health and develops their physical skills. For example, children ride tricycles and child-size cars, balance on stepping stones and run around the playground.

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

The nursery's procedures for safeguarding children are good overall. The manager and staff understand that they have a responsibility to act in the best interests of the child if they have any concerns that the child is at risk of harm. The manager makes sure that the safeguarding policies are up to date and available to staff so that they know to follow the procedures to make referrals to the relevant agencies. This supports the wellbeing of the children. Some staff hold current paediatric first aid qualifications so that they can provide appropriate care in the event that a child sustains an injury. Staff aim to provide a safe environment for children to play. They carry out risk assessments indoors at the beginning of the day to identify and minimise potential hazards to children. They also carry out a visual check in the outdoor play area to check for any hazards before taking children out to play. Some of the play equipment outdoors is not suitable for toddlers' independent use. Therefore, staff are vigilant in their supervision and assist the young children when they wish to explore these items.

The management team implements robust systems and vetting procedures to check staff's suitability for working with children. In addition, induction processes, staff supervision, appraisals and staff meetings guide staff to fulfil their role to care for children and provide a stimulating curriculum programme that promotes children's learning and development. Currently, there are no students working in the nursery. However, when students are used, the manager ensures staff follow a clear policy on the use of students and makes sure they are not left unsupervised with the children. The manager ensures that ratio requirements are met and effectively deploys staff so that the children are well supervised, indoors and outdoors, throughout the day. She has suitable contingency plans, such as the use of agency staff in place to cover for staff absences. This helps to ensure that there are sufficient staff looking after the children, including when some staff go on lunch breaks. The manager has been in post for less than a year and has made a number of positive changes, which include, cooking meals on the premises so that the foods are tailored to children's diet and preferences; strengthening parental involvement in their children's learning and improving the process for observation and assessments. In addition to this, the manager encourages staff to attend further training and, as a result, staff are motivated to help ensure that children receive good quality care and learning. This enables children to make good progress in their learning and development.

The manager and staff have responded to the recommendations set at the last inspection. They now have a cosy area for babies, provide good opportunities to extend children's vocabulary and, in the main, use activities successfully to challenge children's learning. The manager is enthusiastic about the nursery's future and shows commitment to bring about further changes in the nursery, which include developing arrangements to further support children in readiness for the move on to school. The manager involves staff in the self-evaluation process and takes on board parents' views in order to continue to improve the outcomes for children. Staff work well in partnership with parents and this helps to promote consistent care and learning for the children. For example, key persons keep a daily diary of young children's daily routines, which they give to parents so that they can continue with children's care routine at home. Also, staff encourage parents be involved in their children's learning by recording what their child does with 'Jasper' the nursery's soft toy. Children enthusiastically take turns to look after the toy at weekends. Then staff help children to recall their experiences with 'Jasper' and share them with their friends. The nursery has a clear complaints procedure and the manager describes how, in the event of

any complaints, she would ensure they are fully investigated and report findings to parents. Parents' written comments about the provision indicate that that they are very happy with their children's care and the progress their children are making.

The nursery manager and staff have good relationships with external agencies involved with the children. As a result they work in partnership to effectively support children who have additional needs.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY436086
Local authority	Hackney
Inspection number	953244
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	31
Name of provider	Bright Buttons Limited
Date of previous inspection	07/06/2012
Telephone number	020 7033 0099

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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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