

Buttons Day Nursery School

51 High Street, Hampton, Middlesex, TW12 2SX

Inspection date	01/07/2014
Previous inspection date	28/01/2010

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

- Staff use the good resources to provide children with interesting and stimulating experiences that support their learning and development.
- Staff help children to develop their independence and self-confidence. As a result, children are developing the skills and attitudes they will need when they go onto school.
- There are good systems in place to manage children's health, safety and well-being. Therefore, children are safe, happy and well cared for at nursery.
- Managers and leaders are highly involved in the daily running of the nursery and have a strong commitment to improving their practice. This ensures that there is a continued drive to review and develop their good practice.

It is not yet outstanding because

- On occasions, the key persons planning for activities do not fully focus on children's current interests. This reduces some children's engagement during adult led activities.
- The outside area used by babies, lacks an exciting range of sensory and natural resources for babies to explore and investigate.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and adults in the inside and outside areas.
- The inspector spoke to children, parents and staff.
- The inspector reviewed a range of policies and documents including, staff vetting checks and children's learning records.
- The inspector held meetings with the provider and managers.
- The inspector held a joint observation with the provider.

Inspector

Naomi Hillman

Full report

Information about the setting

Buttons Day Nursery School is a limited company, and is one of four nurseries run by a husband and wife team. It registered in 2005 and operates from a converted Victorian house in Hampton, Middlesex. There are several rooms on the ground floor and first floor available to the children. Access to the first floor, where children under two years are cared for, is via staircase. All children share access to an outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open each week day for 51 weeks of the year from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 48 children from birth to 8 years on roll. Children attend before and after school. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. The registered persons take an active role in all aspects of running the business, and one holds Early Years Professional Status. The nursery employs 10 staff, of whom six hold appropriate early years qualifications. There is a qualified cook.

What the setting needs to do to improve further

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

- continue to develop planning for children's next stages of learning to ensure all activities are sharply focused on each individual child's interests

- develop a highly stimulating environment in the outside area for babies.

Inspection judgements

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

Staff practice is commonly based on a secure knowledge and understanding of how to promote the learning and development of children. Staff spend their time talking to and supporting children's play. They provide a good mixture of structured adult led activities and child led activities differentiated between the rooms, as is age appropriate. For example, babies are free to move in and out of activities often working one to one with a key person. Whereas preschool children take part in more structured small group activities. Staff support children's learning asking them interesting questions to develop their thinking and understanding. For example, during a small group activity staff ask children questions such as, 'what will happen if we mix the colours?' 'What colours can you see?' Thus developing children's thinking and building a picture of children's current knowledge. This means the children's progress in the prime areas of learning ensures that

children have the key skills they need for the next steps in their learning. Older children are developing the skills and aptitude for school.

Staff use interesting resource to ensure children have a good variety of learning experiences, such as a range of different textured objects in soapy water. Toddlers enjoy experimenting with squeezing sponges and dropping stones. As a result, children engage in their play, are motivated to try, have their own ideas and choose how to do things. They show good levels of engagement as they move around the nursery playing and exploring. Staff support children's self-chosen play helping even the youngest children to explore and experiment with the resources.

Key persons carry out regular accurate observations of children's current stages of learning and development. They use these to plan suitably challenging and interesting adult led activities that support children's next stage of development. On occasion, some key person's focus on supporting children's next steps of learning are not always securely linked to all children's current interests. Therefore, very occasionally some children do not engage as fully as others do. However, this does not have a significant impact on children's learning and development as staff provide children with a wide range of different learning opportunities throughout the day.

Staff complete the required progress checks for two-year-olds and produce progress checks and summative assessments to identify children's achievements. Key persons use the accurate assessments of children's learning to track children's development. They identify and support children's learning in all areas. As a result, all children are working comfortably within the typical range of development, in relation to their starting points.

The key persons develop good relationships with parents. Parents are encouraged to contribute to initial assessments of children as they join the setting, and make regular contributions to their children's learning records. They share information with the key person about what their children are doing and learning at home. The key persons keep parents well informed of their child's progress through daily feedback and at biannual parent evenings. Key persons work in partnership with parents to support children's learning and development. When needed key persons are able to put in place specific strategies and interventions to support most children's needs.

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

There is a well-established key person system in place. Key persons know their children well and they are able to describe their interests and personalities. Key persons respond warmly to children, playing with them and comforting them if they become upset. Children form good attachments with their key person and this helps them to feel secure at nursery and promotes their well-being and independence.

Children's behaviour shows they feel happy and safe in the nursery, they move self-assuredly around the rooms choosing toys and equipment that interests them. Children and babies are confident to seek reassurance or support from the staff around. Staff

promote children's independence. This is a particular strength in the pre-school room because children take part in a wide range of daily routines that support their independence. Such as, laying tables, serving and clearing away meals. Children in the pre-school also manage their own personal hygiene, washing hands and using the toilet independently. Staff encourage children to develop these self-care skills, so they will help children when they go on to school. Parents notice with pleasure their children's developing independence and confidence while at nursery.

The nursery is a safe, clean and secure environment. The chef provides children with healthy meals and snacks and staff give children clear messages about why it is important to have a healthy diet. Staff provide children with good opportunities to be outdoors and be physically active. Children have access to drinking water throughout the day. Adults are vigilant and have a strong understanding of the systems in place to manage children's health and safety. Daily safety checks, regular fire drills and consistent systems to manage children's medical and dietary needs, mean that staff consistently promote children's well-being. Staff know who to go to with safeguarding concerns and know how to take appropriate action to safeguard children in their care.

The staff plan a stimulating and well-resourced inside environment that supports children's all-round development and emotional well-being. This is also true for the outside area that is used by toddlers and preschool children. However, the outside area used by babies while acceptably resourced is predominantly plastic surfaces and lacks a range of natural and sensory textures for babies to explore. Meaning that babies do not have such strong learning opportunities while in the outside area.

Staff deploy themselves well. They follow children as they move between different areas supervising children at all times. The provider ensures that adult to child ratios are maintained at all times. Staff talk with respect to each other and children. They provide clear guidance for children about what is acceptable behaviour, helping children learn to share and reminding children to use 'kind hands'. Relationships are good at all levels. Consequently, children play well together and they learn to respect each other's differences. Staff prepare children emotionally for their transitions between rooms in the nursery and to school. They spend time talking to children about the upcoming move and visit their new rooms to help settle the children.

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

The provider has a good understanding of the learning and development requirements of the Early Years Foundation stage. She spends time in each room ensuring the education programmes provide a broad range of experiences that help children make good progress towards the early learning goals. The provider has Early Years Professional Status and this means she has a secure understanding how children learn and of the areas of learning. The provider has put in place sound systems for monitoring the learning and development of children by reviewing their learning records and summative assessments every six months.

The provider shows a strong commitment to providing a good and safe nursery. She has a strong drive to reflect on and develop practice. Seeking the input of staff, parents and children to review the education programmes, the welfare of children and the safety and security of the environment. The provider effectively identifies the nursery's strengths and weaknesses and implements successful improvement plans. She has a focused system for the supervision and appraisal of staff. The provider swiftly tackles underperformance, in addition, she has in place incentives and rewards to promote and celebrate strong practice. This means that staff are well motivated and report good relationships at all levels. The provider spends a lot of time in the nursery and monitors staff practice. The provider identifies any areas for development and arranges suitable support or training. There are regular staff meetings and inset days to develop specifically identified areas of staff knowledge and understanding. Consequently, this continually improves outcomes for children.

The provider has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and ensures the team meet the requirements fully. Management and accountability arrangements are consistently applied; this means that all staff share a sense of responsibility to maintain the safe and stimulating nursery environment. A robust recruitment and vetting procedures and induction process means that the provider checks the suitability of all staff to work with children and staff understand and implement policies consistently. The provider revisits the safeguarding and child protection practice with all staff regularly. As a result, staff have a well-developed understanding of the policies and practice to follow to promote the safety and well-being of children in their care.

The provider has developed good relationships with parents. A parent committee and regular communications about changes and development in the nursery mean parents are well informed. They feel able to contact the provider should they have any suggestions or concerns. The provider works with the local authority and other outside agencies to secure appropriate interventions for children that may require additional support. Consequently, all children make good progress in their learning and development.

The Childcare Register

The requirements for the compulsory 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	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	EY307096
Local authority	Richmond upon Thames
Inspection number	955688
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	49
Name of provider	Buttons Day Nursery School Ltd
Date of previous inspection	28/01/2010
Telephone number	020 8941 9983

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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