

# Buttons Day Nursery School



Buttons Day Nursery School, 99 Oaklands Road, London, W7 2DT

## Inspection date

11 August 2016

## Previous inspection date

18 May 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not always help all children to develop secure communication and language skills. As a result, some children in Explorers, especially those who are learning English as an additional language and those who receive funding, are not making progress as well as their peers.
- The management team does not monitor all staff's practice effectively. It has made some improvements since the last inspection, but has not identified that new staff's engagement with children does not effectively help to build on their learning.
- Staff do not fully encourage all parents to regularly share information about their children's learning at home to help them plan more precisely for each child's development.

### It has the following strengths

- The management team has worked well since the last inspection and made some positive changes to improve the quality of provision.
- Staff act as positive role models and children behave well. Children are encouraged to respect their friends and share toys with one another.
- Staff support children's independence through daily routines. For example, children learn to manage their personal care and help to keep the environment tidy.
- Staff help the pre-school children prepare for their move to school. For example, they show children pictures of their new school and talk about what it will be like.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

### Due Date

- provide consistent opportunities for children to gain skills in communication and language and help all children, especially those who are learning English as an additional language to become confident talkers. 22/10/2016

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

- build on monitoring and support staff, particularly those who have recently joined the team, to help them provide a consistently good quality of teaching to improve children's outcomes
- gain more detailed information from parents about their children's ongoing achievements at home and use this information to plan together to help extend children's progress.

## Inspection activities

- The inspector sampled a range of documentation, such as records of children's learning and progress, safeguarding policies and suitability checks.
- The inspector carried out joint observations with the manager in the pre-school room to assess the quality of teaching and support for children's learning.
- The inspector observed the quality of teaching both indoors and outdoors to assess the impact on children's learning.
- The inspector held a meeting with the members of the senior management team and checked the staff's knowledge of safeguarding.
- The inspector spoke to parents and took their views about the setting into account.

## Inspector

Katarina Hustava

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The management team monitors staff's ongoing suitability to care for children. It has provided training for staff to ensure they understand the procedures to follow if they have concerns about an adult or a child. The management team knows what to report to Ofsted to protect children's welfare. Safeguarding is effective. The management team does not fully monitor staff's effectiveness to identify some weaknesses in their teaching. The management team carries out the progress check for children aged two years and tracks children's achievements to identify gaps in their learning. However, it does not ensure staff plan effectively to help children catch up. As a result, some children are not progressing as well as others in their communication and language.

### **Quality of teaching, learning and assessment requires improvement**

Staff help children to develop physical skills; for example, they enjoy exercise outdoors. Some staff do not help children to build on their understanding or help them to express themselves. For instance, staff do not help children in Explorers to hear and use their home languages to help develop their speech. Staff gather information from parents about children's abilities when they start. However, they do not continue to encourage parents to share their children's ongoing progress at home to help plan consistently for their learning. Even so, staff provide a range of activities that further learning. For instance, they encourage children to count and encourage their exploration of sand and cornflour.

### **Personal development, behaviour and welfare are good**

The management team provides each child with a key person, known as a 'play partner'. They support their key children's care well. For example, there is an especially calm atmosphere, cuddles and affection for each child in the 'Baby nest' room. Staff help all children to feel emotionally secure and to settle-in well. Staff give children clear messages about healthy lifestyles; for example, they provide a good variety of healthy meals. Staff teach children to eat independently. For example, pre-school children use cutlery and chop their own fruit and vegetables for snacks. Staff help children learn about diversity; for instance, they learn about a range of festivals other people celebrate.

### **Outcomes for children require improvement**

Some children are not as confident talkers as their peers. Nevertheless, they are active; for example, they complete obstacle tricycle races outdoors. Pre-school children learn to write for a purpose. For example, they stand by the blackboard and make marks to note how the races progress. They learn the letters in their name, how to problem solve and to recognise patterns. Children make friends and get along with each other. They behave well. Overall, children make steady progress and learn some skills that prepare them for their future learning.

## Setting details

<b>Unique reference number</b>	160173
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1056599
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	86
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Satnam Parhar Associates Limited
<b>Registered person unique reference number</b>	RP900841
<b>Date of previous inspection</b>	18 May 2016
<b>Telephone number</b>	02085670949

Buttons Day Nursery School registered in 2001. It is one of four nurseries owned by the same provider. It is located in the London Borough of Ealing. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 20 staff. Of these, the manager has early years professional status, one staff member holds a Master's degree in Early Childhood Studies, three staff have a qualification at level 6, one has a qualification at level 4, eight staff are qualified at level 3 and four at level 2.

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