

# Buttons Day Nursery School Hampton

Buttons Day Nursery, 51 High Street, Hampton, Middlesex, TW12 2SX



## Inspection date

29 November 2017

## Previous inspection date

1 July 2014

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

## Summary of key findings for parents

### This provision is good

- The new manager works well with staff to support ongoing developments in the nursery. For instance, they have improved the outside area to provide better experiences for younger children and those who prefer to learn outside.
- The manager and staff are creating strong links in their community to develop children's understanding of the world. For example, children attended a story and singing session at their local church to help them learn about different cultural events.
- Staff work closely with parents and other professionals to support children's learning, including those who have special educational needs (SEN). Parents say that their children are safe and make good progress from their starting points.
- Children arrive happy and settle quickly. They receive positive and warm interactions from staff that support their emotional well-being.
- The manager and staff take effective steps to help keep children safe. For example, they assess the risks when taking children on outings and talk to children about road safety. Staff deployment is good, which enables them to supervise children well.

### It is not yet outstanding because:

- At times, staff ask children too many questions during activities. Children do not have time to respond fully or to express their thought and ideas.
- Sometimes staff do not make the best possible use of planned activities to challenge children in their learning fully.

## **What the setting needs to do to improve further**

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

- encourage children to express their thoughts and ideas and give them time to respond to questions to extend their learning
- make better use of group activities to ensure they match children's needs and abilities consistently.

### **Inspection activities**

- The inspector read the evaluation form and discussed with the nursery manager and operational director how they evaluate the provision and target areas for improvement.
- The inspector carried out a joint observation with the nursery manager and discussed children's play, learning and progress with her.
- The inspector observed the quality of teaching during indoor and outdoor activities and spoke to staff and children at appropriate times. She accompanied staff and children on an outing.
- The inspector spoke to parents to obtain their views about the nursery.
- The inspector examined a sample of documentation, including safeguarding procedures, risk assessment records and staff suitability checks.

### **Inspector**

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff attend regular safeguarding training to secure their knowledge. They are confident about child protection issues and know whom to contact should they have any concerns about children's welfare. The manager is a reflective leader. She makes good use of the self-evaluation process to help her recognise what they do well and to identify priorities for improvement. The manager follows robust recruitment procedures to check staff are suitable to work with children. She provides staff with strong supervision and training to help develop their practice. For instance, after attending training, staff have improved their knowledge of how to support children's early writing and reading more effectively.

### Quality of teaching, learning and assessment is good

Staff gather relevant information from parents about their children's learning to support a consistent approach. They make meaningful observations and assessments of individuals and groups of children to help them make good progress. Children benefit from the wide selection of toys and learning experiences, which motivates them to learn. For example, younger children had fun mixing paints and making animal prints during a planned activity. Others explored shaving foam to help develop their imagination and creativity. Staff introduced words such as 'rolling' and 'stamp' to help extend children's vocabulary. Children show good levels of concentration.

### Personal development, behaviour and welfare are good

Staff know the children well. They form positive relationships with children to help them feel emotionally secure. For example, staff offer cuddles and say soothing words to reassure young children. Staff model good behaviour to help children understand the rules and their expectations. Children are polite and use kind words, such as 'please' when asking for things. Staff help children to become increasingly independent. For example, they encourage children to help tidy away their toys. Older children learn to pour their drinks at mealtimes and take responsibility for their personal care. Children develop healthy lifestyles. For example, during outside play, older children practised and improved their physical strength as they rode age-appropriate bicycles and played active games. Staff praise children frequently, helping to increase their self-confidence.

### Outcomes for children are good

Children develop the skills they need for their future learning, including their move to school. They have many opportunities to look at and listen to stories to help develop their language and listening skills. Children of all ages enjoy singing familiar songs and ask 'we sing more', showing their excitement. Children develop their literacy and mathematical skills well. For example, older children used clipboards and pencils to draw lines and simple shapes during play. Children learn about numbers and count during activities. Overall, they show a strong sense of security and have positive dispositions to learning.

## Setting details

<b>Unique reference number</b>	EY307096
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	1070678
<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
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Buttons Day Nursery School Limited
<b>Registered person unique reference number</b>	RP900840
<b>Date of previous inspection</b>	1 July 2014
<b>Telephone number</b>	020 8941 9983

Buttons Day Nursery School Hampton registered in 2005. It is located in the London Borough of Richmond-upon-Thames. The nursery is open from 7.30am to 6pm from Monday to Friday, except on bank holidays and a week over the Christmas holidays. The nursery employs nine staff members including the manager. Of these, six staff members hold early years qualifications at level 3. The nursery is in receipt of funding to provide free early education for children aged two, three and four years.

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