

# Buttons And Bows Private Day Nursery And Pre- School



332 Hamilton Street, Atherton, Manchester, M46 0BE

<b>Inspection date</b>	8 February 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Leaders are passionate about the care and education of children. They continually reflect on, and monitor, all aspects of the nursery provision.
- Staff carefully plan activities to ensure that they meet the individual needs and interests of all children in their care.
- There is a clear settling-in programme for children when they first start at the nursery and when they move to different rooms. This means that children settle quickly and develop strong relationships with familiar adults.
- Staff work in partnership with parents and carers, which supports children's emotional well-being. Parents receive regular feedback on their children's progress and they are very complimentary about the care provided.

### It is not yet outstanding because:

- The system to monitor the progress of different groups of children is not yet fully effective. The data includes younger children, but not all pre-school children have yet been added to the system.
- The lunchtime routine in the pre-school room does not always work well in practice. Children are sometimes sitting and waiting for long periods before and during lunch. This results in some children becoming restless.

## What the setting needs to do to improve further

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

- strengthen the systems for tracking pre-school children's progress, for example, by including data for all children attending
- further support children's social skills, for example, by reviewing lunchtime routines in the pre-school room so that children do not have to wait unnecessarily during mealtimes.

### Inspection activities

- The inspector assessed the quality of teaching and the impact this has on children's learning, across all age groups attending the nursery.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager of the nursery and area managers from Just Childcare.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out two joint observations with the manager.
- The inspector looked at children's records, planning documentation and the tracking of children's progress.

### Inspector

Maxine Allmark

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are aware of the signs and symptoms of abuse. They know the procedures to follow if they have any concerns about a child's well-being. Staff implement safeguarding procedures successfully. For example, they are confident to alert the manager when they have concerns about the conduct of other adults. Leaders monitor the effectiveness of individual staff performance and conduct. Staff understand their roles and responsibilities well. There are secure risk assessments in place to maintain the safety of the environment. The manager identifies strengths and areas to improve. A detailed action plan demonstrates plans for continued improvements. Leaders actively seek the views of parents, staff and children to make changes and improve outcomes for children.

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

The quality of teaching is good. Staff interact well with the children and plan a range of exciting activities that ignite children's interests. As a result, children are enthusiastic about their learning. Staff use songs and books to support children in developing their language skills. For example, staff read Goldilocks and the Three Bears to the pre-school children. Children were eager to answer when asked why Goldilocks does not like the porridge in the story. Activities like this support children's understanding of the format of stories and recall of information. Toddlers revelled in making monkey noises and pulling faces when staff read them a story about a monkey. This generated lots of excitement and extended their vocabulary. Staff observe and assess what children already know and can do. They plan activities aiming to support the next steps in children's learning. As a result, children make good progress in their learning.

### Personal development, behaviour and welfare are good

The key-person system provides children with consistency and high standards of care. Babies form special relationships with their key person, who offers lots of cuddles and kind words. As a result, babies are well settled and secure. Parents receive daily information about babies' sleep time routines, meals and nappy changing. Pre-school children show respect for their friends as they listen to each other during group time activities and take turns. Children have opportunities to develop their physical skills, such as balance and coordination. Children benefit from lots of fresh air and exercise in the well-equipped outside play area, which promotes their good health. Children enjoy fresh healthy cooked meals. They learn about healthy lifestyles and food that is good for healthy bodies and teeth. For example, children eagerly talked about carrots being good for their eyes.

### Outcomes for children are good

Children delight in taking part in stimulating learning activities. Babies enjoy exploring the sensory resources on offer. They independently use water and sponges to bathe the dolls. Children show good concentration levels during activities. For example, older children work together as they construct a sturdy wall with the building bricks. Overall, children are developing good skills that prepare them well for the next stage of their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY551203
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1120432
<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>	0 - 11
<b>Total number of places</b>	62
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Just Childcare Limited
<b>Registered person unique reference number</b>	RP900954
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01942 888616

Buttons And Bows Private Day Nursery and Pre-School was registered in 2017. It is part of the Just Childcare group of nurseries. It is open Monday to Friday, from 7.30am to 6.00pm, for 51 weeks of the year. In total, 14 staff work with the children, 12 hold early years qualifications at level 3 or above. Two members of staff hold early years professional status. The setting provides funded early education for two-, three- and four-year-old children.

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