

Little Buttons Day Nursery

Cockernhoe Farm Barn, Brick Kiln Lane, NR Luton, Hertfordshire LU2 8PX



Inspection date	20 August 2019
Previous inspection date	18 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 management team has worked with professionals to rigorously evaluate practice within the nursery and ensure memorable and rewarding experiences for all children.
- Managers examined the effectiveness of all activities, resources, communications and training. They have created a visually striking environment, inside and outdoors, where children use equipment and resources made from mostly natural materials.
- The staff work in close cooperation to plan a range of activities that interest and challenge children of all ages. Children respond eagerly to chosen activities. Staff play enthusiastically with children and stimulate their curiosity further.
- Staff hold useful conversations with children. For example, they suggest investigating the effects of water and compression on sand when older children build sandcastles. Children become inquisitive and confidently ask probing questions.
- Older children extend their physical skills outdoors, for example by negotiating how to climb over a small wooden shelter. They leap across wooden stepping stones imagining the ground around them is out of bounds. Children are encouraged to assess levels of safety for themselves.
- Staff encourage babies and very young children to choose personal goals. For example, they give children resources and safe methods to stand upright and practise walking independently.
- Each child has a key person who knows them very well. Key persons observe each child closely and form an accurate picture of the child's development. They use this to inform their teaching and to fill any gaps in children's learning. All children make good progress.
- Managers recognise the teaching abilities and successes of each member of staff. However, they do not check that staff are constantly alert to move children's learning to the highest level.

What the setting needs to do to improve further

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

- ensure managers take a more 'hands-on' approach to help staff make small but telling improvements, in order to move children's learning to the highest possible level.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment. She conducted a joint observation with the manager.
- The inspector held meetings with the manager and spoke with staff and children throughout the inspection, when appropriate.
- The inspector looked at a range of documentation, such as children's assessment and planning records, and the setting's risk assessment and safety records.
- The inspector checked evidence of self-evaluation and the suitability and qualifications of staff working in the nursery.
- The inspector spoke with a number of parents during the inspection and looked at parents' questionnaires. She took account of parents' views.

Inspector

Liz Kissane

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. All staff understand their responsibilities in relation to child protection issues very well. They know how to report any concerns about child welfare to relevant professionals. Staff receive regular training and updates in safeguarding. The management team vets staff closely to confirm their suitability to work with children, and provides staff with a thorough induction. Managers carry out observations and supervisions to evaluate the effectiveness of training and ensure staff always know how well they are progressing towards defined goals. Following recent training, staff have simplified and streamlined the indoor and outdoor areas so that children can easily access appropriate resources. Staff join in with children's play enthusiastically and help them understand how to use resources. They deploy resources imaginatively to further children's development. For example, children explore mark making without using writing tools. Young children use their fingers to make patterns in a sea of foam. Older children make tracks in sand with model dinosaurs.

Quality of teaching, learning and assessment is good

In the baby room, staff reach out to children with eye contact or facial expressions, for example as children explore reflections in shiny objects. Children become more alert and interested in the world around them. Older children use a wide variety of natural and manufactured materials to make models of their own choice. Some make pretend ice cream out of cotton wool and staff challenge them to remember the sequence of steps used. Others press out different shapes in dough and challenge themselves to use different cutting tools. Children learn about healthy lifestyles. At snack time, older children identify and count fruit, match numbers and begin to recognise fractions. Staff pay close attention to each child's understanding and adjust teaching to precisely meet individual learning needs. Parents feel fully informed about their child's progress. This helps them to give constant positive reinforcement to children's learning experiences. Parents are delighted with the care their children receive and the progress they make.

Personal development, behaviour and welfare are good

Children settle in very quickly. Babies and very young children snuggle close to staff and enjoy comfort and affection. They share books and join in with noises or choruses. They sing jingles and songs. Older children talk with animation about life-sized paintings they made of each other when they started in their room. They talk about who is in the pictures and their relationships with one another. Children value one another and their behaviour is very good. Young children are delighted to show photographs of their walks in local woodland. Children learn how to dress appropriately for activities in different seasons. From a young age, children learn to respect and look after themselves, each other and the environment.

Outcomes for children are good

Children gain early literacy and mathematical skills. All ages frequently share books and become attentive listeners. Children learn the sounds that letters of the alphabet make and write their names. They become independent and confident learners. By the time they leave the nursery, children are well prepared for school.

Setting details

Unique reference number	EY375493
Local authority	Hertfordshire
Inspection number	10074127
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	66
Number of children on roll	88
Name of registered person	Little Buttons Ltd
Registered person unique reference number	RP903391
Date of previous inspection	18 February 2016
Telephone number	01582 722337

Little Buttons Day Nursery registered in 2008. It is located in Cockernhoe, Hertfordshire. The nursery opens from Monday to Friday for most of the year. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It employs 20 members of staff. Of these, most hold early years qualifications at level 3, and two hold higher qualifications, including one at level 7.

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