

Buttons and Bows

Inspection report for early years provision

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Inspector Sheelagh Barnes

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Buttons and Bows Neighbourhood Nursery was registered in January 2005. It is one of two provisions managed by Bows and Arrows, which is a registered company. The nursery is the link provider for Hawthorn Children's Centre. The nursery operates from a single storey, purpose-built building in the southwest area of Ipswich. There is level access to the nursery, which makes it accessible to children and adults with disabilities. The setting is able to cater for children with English as an additional language and also those with special educational needs and/or disabilities. Children have access to three large playrooms. All children also have access to a secure enclosed outdoor play area. The nursery is registered to care for a maximum of 65 children aged under eight years and up to 24 children from birth to two years. There are currently 100 children on roll in the early years age group. The nursery is in receipt of funding for nursery education. It is on the Early Years Register. The nursery also makes provision for children older than the early years age group and is registered on the voluntary and compulsory parts of the Childcare Register. The nursery operates from 8am to 6pm for 50 weeks of the year, closing for one week in August and at Christmas. The nursery employs 19 members of staff. Of these, 14 hold appropriate Early Years qualifications to Level 2 and above and four are working towards an early years qualification. The nursery receives support from the local authority. Through its link provider status to the Children's Centre, it also receives full-time Qualified Teacher support.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Buttons and Bows Nursery is good. The setting meets the needs of early years children well. There are good systems in place to ensure children enjoy a wide range of enjoyable activities and make good progress. The quality of relationships between adults and children is a strength and children thrive in the safe and secure environment. The nursery is a highly inclusive setting where the arrangements for supporting children with special educational needs and/or disabilities are good. A strong commitment to improvement is evident and consequently the capacity to continue to improve is good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that assessments are recorded consistently, in line with new policy
- summarise the regular review of each child's progress in all six areas of learning for the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

This is a well run setting, because the manager is determined in her aim for high standards and is effectively supported by a hard working and caring team. Leaders know what the strengths of the setting are and are honest in their evaluation of what needs to be improved. All of the recommendations of the previous inspection have been tackled and fully dealt with. There is an ongoing and all encompassing plan for review of all aspects of the nursery, involving all staff. As a result, the quality of the provision is continuously being improved still further.

All checks and systems are in place to ensure that children are kept safe, secure and happy. Good attention is paid to health and safety issues, including child protection, hygiene and care and safeguarding. Staff training ensures that all know what to do in all aspects of their work. The setting is fully inclusive and leaders and all staff ensure there is equality of opportunity for all.

A good programme of staff training has ensured that staff are well prepared and knowledgeable about the Early Years Foundation Stage. This has had a positive impact on the quality of planning and assessment, which has recently been updated in its format. Planning takes very good regard of children's interests and previous attainment. Notes are made of what children particularly enjoy and want to take further and these are used to plan for the following sessions. This ensures that children of all levels of ability make good progress in all aspects of their learning. Record keeping is somewhat inconsistent, however, in that not all staff are using the recently adopted overview sheets to the same extent. While accurate records are kept on all children's progress, this inconsistency in record keeping makes it more difficult for leaders to have a speedy overview of any individual child's progress in all six areas of learning.

Relationships with parents are good. Parents are appreciative of the care their children receive and the positive attitudes developed towards school as a result. They have a good knowledge about how well their children are progressing and appreciate the opportunity to talk to staff both formally and informally. There is a positive and beneficial link with the primary school with which the setting shares a site, with the sister nursery, the local children's centre and with other local childcare groups.

The quality and standards of the early years provision and outcomes for children

Activities are carefully and conscientiously planned each week to provide interest and enjoyment for all of the children, dependent on their ages and previous attainment. This is further enhanced by the opportunities for the children themselves to choose what they want to take part in and to adapt activities. For example, pre-school children working in their garden decided to use sand and glitter to create a 'flower bed'. Toddlers used trowels to dig in leaves, while others turned small logs to look for wildlife. Children under two played with developing

confidence toddling after large balls or investigating the sand pit, with their carers. Parents are appreciative of the care their children are given and say that they appreciate how good communication is with staff. Children enjoy coming because they like taking part in the many enjoyable activities. Some are reluctant to stop their activities and want to carry on. They talk enthusiastically about what they have been doing.

Planning is effective in ensuring that children are provided with good opportunities across all areas of learning indoors and out. Staff use a 'key worker' system so that they get to know each child well and make accurate and careful observations and notes of the progress they all make. Children are given good opportunities to choose and to take responsibility, such as helping to make the new play dough. As a result of the enjoyable and carefully tailored activities, children progress well. They are happy and feel safe and well cared for.

Children's personal development and communication is particularly good because staff model and encourage considerate behaviour and purposeful questioning at all times. They are kept safe as a result of the careful and rigorous implementation of good policies and procedures. Healthy lifestyles are promoted effectively, including healthy eating and there is good opportunity to work and play outdoors as well as inside. Children benefit greatly from the opportunity to dig and play in the garden and to learn about the plants and animals that can be found there. Any occasional accidents are dealt with promptly by staff who have appropriate and up-to-date training. The snack and lunch times are used effectively for children to learn good manners and they are patient and polite as they sit at tables together. These occasions are also used effectively to reinforce messages about healthy eating, as a good range of food and drink is available for children to try over the course of each week. Rest spaces are available in each room for those who need to sleep or just to curl up with a book during the day. Children develop an obvious love of books and listen with rapt attention when staff read to them, joining in with parts they know. There are many opportunities for children to learn to write and make marks. They relish these opportunities and enthusiastically 'write' at any opportunity, including some who have 'signed in' in the visitors' book.

Children behave and concentrate effectively because staff make sure that they spend time working with all groups and individuals productively. Staff ratios are good, ensuring there is always an adult to help or guide if needed. There are good links with the school with which the setting shares a site and with the nearby sister nursery. Children are well prepared for the next stage of their education as a result of the social and key skills they gain in the nursery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met