

# Buttons and Bows Nursery



Buttons & Bows Nursery School, 80 Aster Road, IPSWICH IP2 0NR

<b>Inspection date</b>	2 April 2019
Previous inspection date	7 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The nursery manager shows an extremely strong drive and is committed to providing consistent high-quality learning for children.
- Precise and accurate monitoring of children's progress ensures that any emerging gaps in learning are swiftly identified and acted on. Comprehensive evaluation of the impact of changes made helps to ensure that improvements are highly effective.
- Staff are skilled and knowledgeable and demonstrate strong teaching practice. They engage in high-quality interactions and, as a result, babies feel very self-assured and children are very eager to learn.
- Partnerships with parents are extremely well established. Staff work very closely with parents and offer them excellent support and advice. They involve parents fully in all aspects of their children's learning. Parents are very complimentary about the nursery and the rapid progress that their children make.
- Children with special educational needs and/or disabilities receive focused yet very sensitive support to help them to develop and make excellent progress.
- Staff use highly effective behaviour management techniques that support children to resolve their own conflicts and manage their own behaviour. As a result, children behave exceptionally well.
- Outdoor learning is particularly well planned for and delivered. Children have access to several outdoors areas, each offering an abundance of different learning opportunities. Children learn to take risks and have a secure understanding of how to keep themselves safe, as they explore these environments.

## What the setting needs to do to improve further

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

- enhance learning experiences further, to provide even better opportunities for children to use and practise skills in mathematics within the nursery environment.

### Inspection activities

- This inspection was carried out because of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the manager, staff, students and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a sample of parents during the inspection and took account of their views.

#### Inspector

Dawn Pointer

## Inspection findings

### Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. Staff carry out rigorous risk assessments on all aspects of practice to ensure the premises are safe and secure. Robust recruitment procedures are followed. The manager and staff have a strong knowledge and understanding of safeguarding. The manager demonstrates very high expectations of the staff team and provides extremely effective support and performance management. Professional development opportunities are offered in a broad variety of ways, including external and in-house training, supervision and peer support. Rigorous self-evaluation is used to monitor all aspects of the nursery effectively. This informs a targeted programme of continual improvement. The staff work very closely with schools that the children move on to, and other professionals, to ensure provision for children and their families is of consistently high quality.

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

Staff have an in-depth knowledge of their key children and use this knowledge to make accurate and precise assessments. This information is used exceptionally well to inform planning, which fully reflects children's interests and individual next steps. Children are eager to join in with an abundance of exciting activities, inside and outside. Staff show a firm understanding of how children learn. They enable them to lead activities, making suggestions for them to take an active role in their learning. Staff immerse children in a language-rich environment. They provide ongoing commentary about what babies and young children are doing. Staff enhance communication further by using sign language and a variety of visual aids to support children's skills. Children who speak English as an additional language rapidly acquire new words.

### Personal development, behaviour and welfare are outstanding

Staff sensitively support children's emotional development and well-being. Key persons offer home visits before children start and closely follow established routines. The younger children play and learn alongside each other and the staff, in a calm and nurturing environment. Babies make strong attachments to staff and confidently go to them if they need a cuddle or reassurance. Children are extremely confident to explore and investigate the rich and varied range of activities. They show very high levels of independence as they select resources that they need and play, often cooperatively, with purpose. They take responsibility to tidy away toys and have a go at putting on and fastening their coats. Children learn about healthy lifestyles as they wash their hands and join their friends at the table to eat nutritious meals and snacks.

### Outcomes for children are outstanding

All children make excellent progress in relation to their starting points and are learning key skills in readiness for the next stage in their learning. They count and compare with purpose and learn new words. They 'write' shopping lists and make pizza. They use paint brushes proficiently, model with clay, move to music, and learn about the life cycles of living things, when waiting for eggs to hatch in the incubator.

## Setting details

<b>Unique reference number</b>	EY392734
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10101516
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	71
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Bows and Arrows
<b>Registered person unique reference number</b>	RP528927
<b>Date of previous inspection</b>	7 August 2013
<b>Telephone number</b>	01473 680530

Buttons and Bows Nursery registered in 2009. It operates from purpose-built premises in the grounds of The Oaks Primary School in Ipswich, Suffolk. It is one of six nurseries managed by Bows and Arrows, a charitable, not-for-profit limited company. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or above, including three at level 5. The nursery opens Monday to Friday from 8am until 6pm all year round, with the exception of bank holidays. It is also closed for a week in July and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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