

# Little Buttons Nursery

St. Bridgids Church, Elland Road, Churwell, Morley, LEEDS, LS27 7QR



<b>Inspection date</b>	24 January 2017
Previous inspection date	1 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff have created stimulating learning environments that are well planned and designed. Resources are of a high quality and include an impressive array of natural materials. This supports children to explore using their senses and helps to ignite their creativity.
- The setting employs a well-qualified staff team, who translates their knowledge into practice well. Managers supervise staff efficiently and engage them in a range of professional development activities. This helps to equip staff with the skills needed to deliver high quality learning experiences for children.
- Children who speak English as an additional language are supported particularly well. Staff learn greetings, phrases and songs in different languages. They use these during activities and discussions so that children hear their home language.
- Children are very independent. They are provided with lots of opportunities to help with routine tasks and have good self-care skills.
- Partnerships with parents are strong. Staff use highly effective communication methods to exchange information with them and promote a shared approach to children's care and learning.

### It is not yet outstanding because:

- Some elements of the daily routine are less effectively organised to minimise disruptions to children's learning. Consequently, children cannot always complete activities to their own satisfaction.
- Staff do not exchange in-depth information with other settings that children attend, in order to fully complement their learning elsewhere.

## What the setting needs to do to improve further

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

- gather more detailed information from other settings that children attend to complement teaching in the setting
- consider further ways to organise the daily routine and provide children with more time to complete activities.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector looked at evidence of the suitability of staff, a sample of policies and procedures and discussed children's assessments.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children during the inspection and considered their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is good

The highly qualified management team is committed to maintaining high standards. They work closely with staff to review practice and plan relevant improvements. The views of parents and children are fully considered in this process to ensure that planned developments meet their needs. The arrangements for safeguarding are effective. Robust recruitment procedures ensure that staff are thoroughly checked and vetted. Staff are trained well in child protection issues and know what to do if they suspect abuse or neglect. The premises are secure and thoroughly risk assessed to ensure that children have a safe place to play. Children practise fire drills regularly and confidently explain what they need to do in the event of an emergency evacuation. Links with other settings that children attend enable staff to exchange information at times of transition to help children during this change.

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

Staff know children well and use precise observation and assessment to plan for their future learning. They consider children's interests and obtain detailed information from parents to enable them to complement learning at home. Managers monitor the progress of different groups of children and plan intervention to close any gaps in learning. Staff are attentive and enthusiastically interact to extend children's knowledge and teach them new skills. They use stories and discussions to help children gain awareness of different cultures and customs beyond their own. Children measure quantities and describe texture as they make dough. Staff provide sensitive guidance to enable children to resolve problems independently. For example, they question children to help them to think about what they can do when the consistency of the dough is too runny. Children establish that they need to add more flour and rectify the problem quickly.

### Personal development, behaviour and welfare are good

Staff have created a friendly and nurturing environment. The key-person system is facilitated well. Children settle quickly and have strong bonds with staff. They confidently explore their surroundings and enjoy unrestricted access to a stimulating outdoor area. Children are developing good physical skills and excitedly negotiate obstacles and engage in chasing games. They are provided with healthy, balanced and nutritious meals to support their good health. Staff consistently reinforce positive behaviour and provide praise and encouragement. Consequently, children know what is expected of them and behave well.

### Outcomes for children are good

All children make good progress in their learning and development. They are self-assured and confidently select resources to support their play. Children of all ages play amicably together and demonstrate friendly behaviour to others. They competently count and identify written numerals and shapes. Children are strong communicators, who talk about their ideas and intentions. They join in with stories and repeat familiar words and phrases. These skills help to prepare children well for future learning and school.

## Setting details

<b>Unique reference number</b>	EY451274
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1066171
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Little Buttons (Churwell) Limited
<b>Registered person unique reference number</b>	RP531888
<b>Date of previous inspection</b>	1 May 2013
<b>Telephone number</b>	07525252172

Little Buttons Nursery was registered in 2012. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded early education for three- and four-year-old children. They support children who speak English as an additional language.

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