



## **Buttercups Nursery**

Inspection report for early years provision

**Unique Reference Number** EY305812  
**Inspection date** 14 June 2006  
**Inspector** Amanda Joy

**Setting Address** 22 Marlborough Road, Chingford, London, E4 9AL

**Telephone number** 0208 527 2902

**E-mail**

**Registered person** Helen Norah McNulty

**Type of inspection** Integrated

**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Buttercups Day Nursery opened in April 2005. It operates from five rooms in a converted house and is situated in a residential area of Chingford within the London borough of Waltham Forest. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18.00 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery uses some elements of the Montessori approach to care and education.

There are currently 26 children aged from three months to under five years on roll. Of these, 14 children receive funding for early education. Children come from the local catchment area. The nursery currently supports children who speak English as an additional language.

The nursery employs 11 members of staff. Of these, nine hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children learn the importance of healthy eating. They take pleasure in selecting from a choice of nutritious and attractively presented meals. They enjoy rice cakes and raisins as a snack. Lunches are always served with vegetables and salad; older children are encouraged to be independent and serve themselves. Staff work closely with parents and gather relevant dietary information to ensure children's individual dietary needs are met. Children are able to access drinks freely throughout the session which contributes to their good health.

Children are cared for in a welcoming, clean environment. Staff generally follow satisfactory hygiene procedures. However, babies' health is compromised as the nappy changing mat is not always cleaned before and after every use. Sleeping arrangements for most babies is suitable; although their health is not always promoted appropriately when they sleep in baby chairs. Older children learn about the importance of personal care and hygiene through daily routines, such as washing their hands before snacks and after going to the toilet to prevent the spread of germs.

Physical play is enjoyed by children. They make movements and actions to songs, developing their confidence to move with control. They are developing spatial awareness as they move carefully around the room. Children's fine motor skills are developing well. They confidently use a good range of small equipment such as, scissors and glue sticks in craft activities. Children have the opportunity to use the garden for organised periods within the day. They use balls, hoops and ropes as well as planned activities, such as exercises to help develop their physical skills and co-ordination. However, children have too few opportunities to practise large-scale movement and improve their skills to climb, slide, balance and run energetically.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from the good safety systems in place. Security is a priority, the front door is always supervised by a member of staff when children arrive and depart. Staff are vigilant about children's safety and regularly undertake risk assessments. They identify hazards and take appropriate action to ensure children's ongoing safety, such as making the babies' bathroom inaccessible until the ceiling is repaired. Staff regularly check babies when they sleep however, a clear procedure is not in place

and information is not recorded, this compromises children's safety. Staff give children sensitive reminders to children about keeping safe. They tell the children to put the bricks away after they have played with them, so they do not trip or hurt themselves.

The good organisation of toys and equipment means that children are able to move around safely and freely. Children easily access books, toys and resources independently from low-level storage. Play equipment is clean, safe, in good condition and age appropriate. Any broken toys are disposed of immediately and replaced as necessary.

Children are well protected from possible abuse and neglect. Staff demonstrate a good understanding of child protection issues. Good use is made of in-service training opportunities to ensure that knowledge is kept current and up-to-date. Staff are clear about appropriate procedures to follow if they have concerns regarding a child's welfare, which helps them protect children from harm and neglect.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the nursery. Staff work well together and provide a warm, stimulating environment where children enjoy a wide range of activities. Staff have a good understanding of the Foundation Stage curriculum and Birth to three matters framework, they also use some elements of the Montessori approach to care and education. These are used effectively to support children's development and well-being.

Staff are very aware of children's individual needs; they have developed good relationships with children. Individual settling in periods planned between parents and staff, ensure children are happy and secure before being left.

Children under the age of three receive lots of warmth and affection. Kind, affectionate relationships between staff and children are apparent. Children receive lots of appropriate cuddles and have a strong bond with their carers. This increases their sense of emotional well-being and gives them confidence to explore new experiences. Children benefit from routines, which are consistent with their routines at home; this ensures continuity of care and contributes to their physical well-being. They enjoy a range of activities and experiences, they make connections through play as they use their imagination in the home life area and develop their creativity as they draw and paint freely.

Older children are very happy and confident. They are keen to communicate with adults and their peers, talking about their experiences both inside and outside of nursery. Staff show a great interest in the children and give them lots of praise and encouragement, contributing to their emotional well-being.

### **Nursery Education**

The quality of teaching and learning is good. Children make sound individual

progress due to the staff's secure understanding of the Foundation Stage and how children learn. Staff provide a varied range of stimulating activities, which cover all areas of learning. They skilfully question children and use discussion to promote children's development. The use of clear and open questioning techniques take into account children's age and stage of learning, and help them think for themselves. Children are enthusiastic, independent learners. They are supported in their learning through well organised resources which are invitingly displayed; children access these confidently. Staff provide an exciting range of opportunities and experiences to all children and there is a good balance of child and adult initiated activities.

Planning is clear and covers all areas of learning in the curriculum well. Staff undertake lots of observations and children's individual progress is monitored and recorded. Individual assessments for each child are being developed and evaluations are used to help move children onto their next stage in learning. However, they are not linked into all areas of learning. This lack of consistency in assessments and evaluations means, some areas of development when planning to move children onto the next stage of learning, are missed.

Children are extremely well motivated and enjoy new challenges. They are confident and are keen to share their experiences with adults and other children. For example at circle time, they enthusiastically show others the musical instruments they have made. Children work well independently, take initiative and show high levels of concentration as they participate in a range of activities. Children behave very well and are learning to share, take turns and be considerate to others. Opportunities for children to develop personal independence are good. For example, children go to the toilet on their own and select resources of their choice. Children are beginning to explore other cultures and beliefs through specific activities and using a range of resources and books that reflects diversity.

Staff skilfully plan and provide activities that support and extend children's language development. Children are given good support to participate in discussions and are listened to carefully. They enjoy sitting together to talk about what they have done and how they feel. One child excitedly tells the others "the balloon made me jump when it popped". Children have good opportunities to develop their hand and eye co-ordination and early writing skills for example, when they draw with stencils and use paint brushes. They enjoy writing for variety of purposes as they write on pads in the office area. Children frequently sing songs and recite them enthusiastically at circle time.

Children have frequent opportunities to name and recognise basic shapes and colours and solve problems of shape and size. For example, when they complete puzzles and build using small blocks. Children learn to count and understand numbers through a range of activities and practical experiences. Such as, when they count how many children are in the room. They confidently count and use numbers as part of their play, such as counting the blocks in the tower. One child counts thirty six blocks in a tower. Children are beginning to develop a good understanding of simple addition and subtraction as they take part in various activities.

Well-planned themes and activities help children learn about the world they live in. They discover how plants grow from seeds and explore nature and how animals live.

Children enjoy caring for the snail they found in the garden, which now lives on their nature table. However, children do not go on outings to explore their local environment, limiting their first-hand experiences. Children have frequent opportunities to design and build using a variety of resources. They make a selection of musical instruments using recyclable materials. Children have regular access to the computer and other forms of information and communication technology. For example, they use telephones and programmable toys. Children are beginning to learn about other cultures as they take part in themes and topics such as Chinese New Year.

Children really enjoy listening to music and singing. Weekly all the children come together and sing songs with a visitor who plays the keyboard. Children express wonder and delight as they join in and sing numerous songs. They particularly enjoy singing 'This little light of mine'. They join in and play with their own instruments. Children have good opportunities to experiment with sound and enjoy clapping and tapping to various rhythms. Children easily access a variety of stimulating materials and resources which encourage their creativity, enabling them to extend their ideas and interest. Children enjoy free painting with brushes and making patterns and designs with their fingers and hands.

### **Helping children make a positive contribution**

The provision is good.

Staff have a good understanding of the individual needs of children. All children are encouraged to participate in the activities provided and help to develop to their fullest potential. Children show high levels of confidence and self-esteem; they value themselves and one another. At circle time when the nursery join together, children listen intently and with enthusiasm about what the other groups have been doing. Children develop a positive attitude of others and a good understanding of the wider community through the use of resources and the celebration of cultural events.

Children's social, moral, spiritual and cultural development is fostered. Children have a sense of belonging; older children show care and concern for the younger children and make sure they are included in activities. They express wonder as they enjoy experiences, such as describing the cooking mixture as "crunchy", "like ice-cream" and "yummy".

Children behave really well due to staff's clear boundaries and expectations. Adults are very good role models and talk to the children kindly and with respect. Children interact well together and understand right from wrong, staff intervene appropriately and encourage children to be kind to one another. Children receive lots of praise and encouragement; this helps develop their self-esteem and confidence.

Partnership with parents is good. Children benefit from effective information sharing. Staff and parents communicate well with each other about the individual needs of children to ensure consistency of care. Information about the nursery, the curriculum and current themes the children are working on is displayed on the notice board in the hall and in individual group rooms. Good information about the Foundation Stage and Birth to three matters is available for parents; this helps them to participate in

their child's learning. Regular newsletters and communication books for each child contributes to their individual progress and well-being.

## **Organisation**

The organisation is good.

Leadership and management of nursery education is good. The staff have a good knowledge and understanding of the Foundation Stage curriculum. They attend training and workshops to increase their knowledge and skills and share these ideas at staff meetings. Staff are committed to improving the care and education for children and always seek new ideas of working. They have recently introduced elements of the Montessori approach to care and education, which they continue to evaluate and review to ensure children's individual needs are being met.

The manager has begun to develop systems to monitor and evaluate working practices within the nursery and is in the process of developing appraisal systems and staff training plans. However, management has overlooked the fact that individual assessments lack consistency in some areas and do not give a clear evaluation to enable staff to plan to help children progress in all areas of learning.

Children are cared for in a generally well organised environment. The procedure for recruitment and vetting of staff ensures they have the required qualifications and experience and are suitable to work with children. All required documentation is in place, records are clear and current and stored appropriately. The play rooms are well laid out and staff show a clear understanding of their role in supporting children in their play and learning. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There has been one complaint made to Ofsted since registration. The complaint related to Standard:11 Behaviour.

Concerns were raised on the 28/06/2005; Ofsted made an unannounced inspection visit. As a result of this visit two actions were made. During the visit, further concerns were raised and although they were not related to this complaint, Ofsted took appropriate action. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

#### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve sleeping arrangements for the younger children
- make sure the nappy changing mat is cleaned before and after every use

#### The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop opportunities for children to improve their skills to climb, slide, balance and run energetically
- develop the consistency in assessments and evaluations, to ensure all areas of learning are covered when planning to move children onto their next stage of learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)