



Buttercups

Inspection report for early years provision

Unique Reference Number	EY298807
Inspection date	11 July 2005
Inspector	Margaret, Ann Sandfield

Setting Address	Selsted C of E Primary School, Wootton Lane, Selsted, Dover, Kent, CT15 7HH
Telephone number	07791312887
E-mail	
Registered person	Stephanie Jane Howard
Type of inspection	Integrated
Type of care	Full day care, Out of School 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.

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 Pre-school and After School Club is a privately owned group. It opened in 2005 and operates from one main room and the sports hall in the community centre. The centre is in the village of Selstead, which is between Folkestone and Canterbury. A maximum of 18 children may attend the pre-school at any one time. The pre-school is open from 09:00 to 15:00 throughout the year. A maximum of 24 children may attend the out of school club and holiday play scheme. The out of school club opens

from 08:00 to 08:45 and 15:00 to 18:00 term time only. The holiday play scheme, which operates in all the school holidays and half term times, opens from 08:00 to 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 10 children aged between 2 to under 5 on the pre-school roll. Of these 3 children receive funding for nursery education. There are 20 children on the out of school club roll. Children come from a wide catchment area.

The nursery employs five staff. Three of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a wide range of activities which contribute to their good health. Children gain control of their bodies through a variety of physical activities. They have frequent use of play equipment outdoors, as well as opportunities to have energetic play-times indoors, in the community centre hall. Although parents put sun cream on their children before they come to the pre-school and those staying all day re-apply it at lunch time, not all children were wearing hats to protect themselves from the very hot sun.

Children are cared for in a warm, clean environment, with cool air circulating well in the very hot weather, through an open door that leads directly onto a secure outdoor play area. They learn the importance of good hygiene and personal care and understand why they must wash their hands before eating their snacks and lunch. Staff clearly monitor hygiene procedure in order to ensure that the risk of cross contamination between children is reduced. Children are encouraged to put their hands over their mouths when they cough and to get a tissue to blow their own noses themselves and then dispose of the tissues hygienically.

Children happily ask for more drinks of water at snack and lunch time. They know they can ask for more drinks when they need them and independently help themselves to water from the child height sized sink and tap facility. Children attending both the nursery and out of school hours provision have healthy snacks of fruit and vegetables and these healthy eating habits are re-enforced through visual information displayed on posters. On a practical level, children are involved in a topic on healthy foods. For example, they help to create a food collage and start to learn about which type of foods are more healthy than others. They use this knowledge at lunch time when they are encouraged to eat healthier foods first from their packed lunch boxes, with more able children automatically knowing what to eat first. Younger children are beginning to learn and share their thoughts with the staff, who support and encourage their growing awareness.

Staff take account of the wishes of the parents and the children's choices to provide nutritious healthy snacks, that appeal to the children and meet their dietary needs. As

a result children are beginning to understand the benefits of a healthy diet. Staff are good role models and drink water at snack and lunch time to set a good example.

Staff have attended training on Birth to three matters. They are incorporating the framework in their daily routines and work very closely with parents in meeting young children's needs. This they do very effectively and as a result young children are progressing well.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a light welcoming area, where systems are monitored and adapted and risks are identified and minimised. This happens both prior to the start of the session, when staff complete a risk assessment sheet and throughout the session, when staff remain vigilant and carefully monitor and supervise children. Children are also given clear messages on how to keep themselves and others safe and free from harm, for example, when staff explain to children the need to wipe up spilt water to prevent them slipping. As a result children move around confidently, safely, freely and independently within a safe caring environment.

Children independently select activities from a wide range of good quality toys and equipment, which meet safety standards. Staff have a good understanding of appropriate types of activities and levels of support needed for all children. This gives children the confidence to try out new skills, to set their own limits, as well as to ask for help when they need it.

Staff have all the required procedures and documents in place, that overall ensures children's welfare is safeguarded and promoted. However, not all procedures reflect best practice and need to be reviewed, for example, fire evacuation procedures. There are effective procedures in place for the children's arrival and departure.

The owner holds a current first aid certificate and has a secure understanding of child protection issues in line with the local Area Child Protection Committee procedures. This ensures any issues are dealt with appropriately, with the best interest of the children in mind.

Staff use the same procedures for children under three years of age to ensure their safety and wellbeing.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle very quickly at the pre-school. They appear confident and make themselves at home. Children relate well to each other and to the staff. They experience an exciting, varied range of interesting activities indoors and outdoors, which the staff plan effectively to ensure the needs of all children are being met well. However, children's progress would benefit from opportunities to play on large-scale equipment. Children choose from a wide range of high quality equipment, materials

and resources confidently throughout the session, which they thoroughly enjoy playing with. Children have time both to relax and to be active.

The staff use the Birth to three matters skilfully to meet the needs of the younger children alongside that of the older ones. As a result younger children learn how to play with toys and resources from the older children's example and also learn how to play together co-operatively.

Nursery Education

The quality of teaching and learning is good. As a result children are making very good progress in all areas of learning. This is due to staff's sound knowledge and understanding of the early learning goals and how children learn. As a result children confidently demonstrate what they know and understand. Children gain a great deal from the play materials and equipment available, as the staff are actively involved in their play and take every opportunity to extend their learning, which ensures all children are fully challenged. They are given constant praise and encouragement and as a result they have warm relationships with the staff and other children.

Staff plan and provide well for all areas of learning and demonstrate how they would adapt activities to suit children who learn at different rates or, who have particular needs. The inclusion of children is planned and monitored and individual educational plans are provided.

Children participate enthusiastically in an interactive story time, which they are totally engrossed in. They discuss pictures of sea creatures and guess expertly what they are called. They accurately predict what they will see on the next page and go on to count the sea creatures in the attractively presented story session. This helps the children to develop their communication, language and literacy skills as well as their mathematical development. Children enjoy a variety of opportunities to use their imagination during art and craft work, using their new found knowledge of sea creatures. This contributes to their creativity and re-enforces their learning. Children's work is displayed around the room with some art work in frames, which gives them a sense of achievement and self-worth.

Staff and children talk about what they are doing throughout the session, which further develops their language skills and problem solving skills. For example, when staff use their daily art and craft activities to explore what they might find at the seaside and, to think about how they can make sand stay on their pictures. Children have opportunities to build on their knowledge and understanding of the world, when using sea creature templates to draw around. Staff initially describing their features, differences and similarities and children guessing correctly the name of the sea creature that the template represents. This area of learning is further re-enforced, when children are given opportunities to play with programmable toys and computer programmes.

Children benefit from opportunities for physical activities during outdoor play, which improves their physical development. They understand the need to take turns and share, which builds on their social skills. They continue to improve their language skills on a practical level during everyday routines, whilst reflecting on what they have

been doing and what they are going to do next. Staff missed several opportunities to re-enforce mathematical development during everyday routines. However, children are beginning to learn to recognise letters, numbers and colours during their play and through seeing them on word and number labels. However, children would further benefit from additional pictorial information on toy box labels, which would certainly help younger children understand what each box contains. Children are friendly and at ease and as a result they are starting to develop close relationships with each other and the staff. They talk confidently to both familiar and unfamiliar adults, building on their personal, social and emotional development.

Helping children make a positive contribution

The provision is good.

Children under three benefit from a positive partnership with parents. Children are valued and respected as individuals and their needs are met effectively, through good daily routines that are discussed and agreed with their parents. Policies and procedures are regularly shared with parents, keeping them well informed about the service provided. This enables parents to contribute to their children's care, learning and development and ensures their children's needs are consistently being met. Parents demonstrate that they are very happy with their children attending the pre-school and that their children 'enjoy it so much and learn so much'.

All children spend their time purposefully, playing happily by themselves and cooperatively and harmoniously, in group games. They show care and concern for each other, sharing and taking turns. There is little need for adult intervention to remind them of the rules of playing together nicely. However, on the rare occasion this happens, staff manage children's behaviour consistently, using a great deal of positive praise and encouragement. Children are given clear explanations of the consequences of their actions on others and what is expected of them. They are encouraged to explore why they think their actions are unwanted, which encourages children to develop self-control. Staff are good role models themselves and place a great deal of emphasis on good manners. As a result children are extremely polite and well behaved both during snack time and throughout the session. This positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is good.

The registered person uses effective recruitment procedures, which ensure that staff are appropriately vetted and qualified. Following a clear induction programme, the staff team work naturally and happily together. They plan and provide children's play experiences in a well organised setting, with everyone knowing what they are doing. Policies and procedures are used effectively to promote children's welfare, care and learning. This enables children to settle quickly, feel secure and become confident learners.

Leadership and management is good. As a result children appeared relaxed and at

ease within the very well organised environment, where they are able to spontaneously initiate and extend their own play.

Staff have attended the Birth to three matters training. There is evidence currently available on how they would meet the needs of under threes within the provision, but have yet to include this information in their planning.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The owner has developed an action plan for both her deputy and herself to access further training, in order to gain a better knowledge and understanding of managing the setting. This is to meet a weakness highlighted at the registration inspection, on the need to increase their knowledge and experience on managing a full day care provision.

Complaints since the last inspection

There are no complaints to report.

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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):

- develop outdoor play area to provide children with the opportunities to play on large play equipment
- ensure policies and procedures reflect best practice

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):

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