



Buttercups Private Nursery

Inspection report for early years provision

Unique Reference Number	316445
Inspection date	12 July 2005
Inspector	Rita Cruddos
Setting Address	Hope Cottage, Lane End, Hopwood, Heywood, Lancashire, OL10 2JE
Telephone number	01706 366 311
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Registered person	Buttercups Ltd
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 Private Day Nursery and Growing Pains Out of School and Holiday Club is one of two nurseries run by Buttercups Private Day Nursery Ltd. It opened in 2000 and operates from the ground floor of the extensive building. It is situated in the rural area of Heywood, Lancashire. A maximum of 40 children may attend the nursery at any one time and 24 may attend the out of school club which has separate facilities within the building. The setting is open all the year round. The nursery is open each

weekday from 07.30 until 17.30 and the out of school from 07.30 until 09:00 and from 15.30 until 17.30 each weekday during term time and from 07:30 until 17.30 during school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 47 children from 6 months to under 5 on the nursery roll and 12 on the out of school roll. Of these 25 children receive funding for nursery education. Children come from a wide catchment area. The setting is able to support children with special educational needs, and children who speak English as an additional language.

The setting employs 12 staff. Of these, 10 including the manager, hold appropriate early years qualifications and two are working towards a qualification. The setting has received the Rochdale Children Deserve Quality Award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a good range of energetic and physical activities. They move around the environment confidently and with good control. They show a very good awareness of space, themselves and others and manoeuvre wheeled vehicles around obstacles skilfully. During physical activity sessions children learn to move in a variety of ways as they practice climbing, sliding and balancing. Children are learning to listen to their bodies and are able to rest and be active according to their needs. Children are able to recognise the changes in their bodies following physical activities, such as perspiration and increased heart rate. The children know why they are wearing sun hats and putting on their sun cream, "We don't stay in the sun too long because it is very hot".

The children understand the importance of personal hygiene and staying healthy through daily routines. They consistently wash their hands before eating and after visiting the toilet or after messy play and clean their teeth following meals. Children are protected from infection because staff are well informed of healthcare matters and explain the need to wash hands to the children. All documentation is in place and is generally up to date. Most of the staff hold first aid certificates.

Children benefit from a healthy diet. Healthy eating is promoted through the availability of fresh fruit and healthy snacks. Children are also learning about healthy foods during discussions when they are participating in themed activities such as My Body. Children's dietary preferences and requirements are taken into account when planning the menus. Children are able to access drinks freely as they need them as they are placed within their reach.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, secure and mostly safe environment. The indoor and outdoor areas are secure.

The premises are clean and well maintained. Evidence of children's play and activities help make the environment bright and attractive. Children are able to move around the environment with ease as there is adequate space for them to play as they independently access resources from tables, trays and boxes at child height. However resources are not always evenly distributed throughout the setting.

Some measures are in place such as socket covers, fire fighting equipment, a web cam and restricted access to the building however there are also some omissions. Children develop a good awareness of safety as they are reminded not to run across the mats in the hall and sensitive reminders are used to prompt them about safety when using outdoor toys. Staff are aware of child abuse and the signs to look for and could put the child protection procedures into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children are eager to learn and they take part in a good range of activities throughout the day. Younger children arrive with confidence and are building good relationships with each other and the staff. Children are becoming more confident communicators as they initiate conversations, use songs and rhymes and join in discussions at circle time. They have opportunities to join in and use the separate areas for play quieter activities as they learn to share and take turns as they use developmentally appropriate resources such as puzzles, games and small world toys. Children are able to make connections in their learning as they freely explore sand and different textures. They represent their ideas and feelings in a variety of ways through the use of a wide range of creative materials, such as paint, dough, glitter and a selection of other materials.

Nursery Education

The quality of teaching and learning is good.

Children are progressing well supported by staff who have a good understanding of the early learning goals and of the Foundation Stage. They plan an interesting and stimulating range of activities which cover all the areas of the children's learning.

Children's individual developmental check lists clearly linked to the stepping stones, are completed and staff use this information to ensure that all the children are challenged appropriately however this is not always detailed and clear in the short term plans. Staff support, encourage and challenge children's learning and thinking using good questioning techniques and good intervention. The staff are very good at reinforcing the children's listening skills, encouraging them to listen at circle and story time and use resources effectively. This helps them to meet the needs of all the children who attend including those with special educational needs.

Children show a sense of belonging as they greet each other and staff as they arrive.

They are actively involved in play throughout the sessions. Children are independent and enthusiastic as they choose their own activities and resources. Children freely move from one area of the setting to another, to access their chosen equipment such as the messy area, construction area or shop activity. Children are confident and relate well to each other. Children arrange dinosaurs in the small world play area into size and stance. They count and solve mathematical problems in planned and everyday activities, count confidently and reliably up to 20 and beyond when counting the number of children present. For example, they say with confidence the number that is one more than the given number or one less. Some children recognise and name numbers up to 10, they write numbers and record mathematical activities with numbers. For example using a variety of counting and recording aids including programmes on the computer.

Children enjoy stories and can sound out and find letters for their names. They readily select books to share with each other or with staff. Children explore colour, shape and texture using their senses in everyday activities. They sing songs with enthusiasm and shout out the chorus lines. Children engage in imaginative play and include up to the minute items such as shoes in the shoe shop and the use of the wide variety of role play resources. However the use of mark making tools is not always carried through into other activities.

Children explore and investigate a wide range of objects, materials and living things using their senses. They explore their environment through home and nursery activities. Children learn about a sense of time and place as they talk about past and present events in their lives and those of their families. They learn about the roles of people in their community. Children visit the local school and join in local and national fund raising activities. Through topics the children are learning about cultures and beliefs.

The children concentrate on activities for long periods of time. They are confident and enjoy trying out new ideas and activities without fear of failure. Staff praise and encourage children in their learning and support them as they try things out for themselves and develop their skills.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals. They develop a positive attitude to others and gain a good understanding of the wider world and the community through celebrating and participating in festivals and local and national fund raising events. This is enhanced through regular outings and access to a good range of play resources that show positive images of culture, ethnicity, gender and disability.

Children have good self esteem due to the staff team's realistic expectations of the children and the positive reinforcement they receive. The individual needs of all the children who attend are met well. The setting has effective arrangements to care for children who have special educational needs and systems in place to safeguard children who have specific medical conditions. Children behave well and are learning to understand the difference between right and wrong as they negotiate over the

equipment in the home corner, for example. They are beginning to work harmoniously with each other as they share small tasks. Staff provide clear guidance for children by the way of gentle reminders for example, to listen while information is shared at circle time, which helps them begin to accept the needs of others.

Partnerships with parents and carers is good.

Children benefit from parent's involvement in their learning and this helps them work together with staff to help children make progress. Extensive information is provided. This includes the Foundation Stage curriculum, news letters, reports, daily chats, notice boards and questionnaires for parents. Information is also available on the setting's website.

The setting fosters children's spiritual, moral social and cultural development well.

Organisation

The organisation is satisfactory.

Children are safe, well protected and cared for. The staff have a sound knowledge and understanding of child development. This is evidenced through the high standard and regard they have for the children's well-being. Good recruitment and vetting procedures are in place help to ensure that children are safe and well cared for within the setting. A policy is also in place to employ staff in excess of the required staff to child ratios. Ongoing staff appraisals, evaluation of provision and participation in an accreditation scheme supports the plans for improvements.

Leadership and management is satisfactory. Staff have a sound understanding of the Curriculum guidance for the foundation stage, however they do not always apply this in practice in regard to the use of children's assessments to inform the short term plans. They have successfully identified areas to improve the setting, such as assessment and planning and the information provided for parents in regard to the Foundation Stage. Plans are in place to review the management structure in order to achieve this.

Children's care is enhanced by the clear information provided by parents to ensure that the setting meets the needs of individual children. Children's individual records are updated and shared with parents on a regular basis through formal and informal discussions and parents' involvement in the assessment process. Clear policies and procedures support staff in working successfully in partnership with parents and documentation is generally complete.

Overall, the needs of the all children who attend are met.

Improvements since the last inspection

Since the last inspection the provider has improved the children's health and safety and their learning opportunities through the provision of the following. A system is in place for the planning of activities and the organisation of space. This includes the

use of the secure outdoor play area and the use of the comprehensive range of resources which are available. The resources however are not evenly distributed throughout the setting and there are few in the Tweenies room. Systems are in place for recording and evaluating children's learning however these are not always kept up to date. This is being addressed through an ongoing review of the system. The setting is working to ensure that hazards are minimised through regular risk assessments that are completed by an independent mentoring company, however minor areas for improvement are still evident during this inspection.

Complaints since the last inspection

Since the last inspection three complaints have been received. The complaints all relate to National Standard 2: Organisation concerning staff ratios and the management of staff. The third complaint relates to National Standard 4: Physical Environment concerning the use of space as well. Ofsted made unannounced visits on three occasions. Actions were raised following one of the visits in regard to the deployment of staff and the recording of staff attendances. The actions have been completed and the provider remains qualified to provide day care.

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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):

- ensure resources are evenly distributed throughout the setting in order that a stimulating environment is provided for all children
- ensure all records are signed appropriately and relevant telephone numbers are included in policies.

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):

- review the staff's use of children's assessments to inform planning

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