

Buttercups

Inspection report for early years provision

Unique reference number	EY366683
Inspection date	08/12/2008
Inspector	Beryl Witheridge
Setting address	359-361 Walderslade Road, Walderslade, Chatham, Kent, Me5 9LW
Telephone number	01634 685 511
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Buttercups opened in 2008 and operates from one room in a purpose built building above a shop. It is situated in the village of Walderslade, Kent. A maximum of 26 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 56 children aged from two to under five years on roll, 40 in the older age group and 21 in the holiday club. Children receive funding for nursery education. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities, and can also support children who speak English as an additional language.

The nursery employs 11 staff. Of these nine of the staff, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification and three towards a degree in Early Years.

Overall effectiveness of the early years provision

The nursery staff have a good understanding of how to support children's welfare and learning in the Early Years Foundation Stage (EYFS). All children and their parents are made welcome and staff ensure they provide the appropriate care according to the children's individual needs, with support from outside agencies when this is required. Management ensure that all staff are included in identifying the strengths and weaknesses of the nursery and the implementation of plans to move forward and continually improve their provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- encourage children to improve their listening skills when in a large group
- review the assessment procedure to ensure that it is evaluative and not just descriptive
- ensure that the planning clearly identifies children's next steps
- ensure that fire drills are carried out regularly and that all children are included so they know how to keep themselves safe

The leadership and management of the early years provision

The nursery offers a bright, warm and welcoming environment for children. All records, policies and procedures are in place and are well maintained. All staff are involved in the planning and execution of the EYFS. The keyworkers identify next

steps for their children, using their starting points to help track their development. These next steps are used to lead the planning along with the children's ideas and wishes. However, once the plans are drawn up it is not always clear which children need support in which areas. Staff evaluate the activities that they do with the children but these evaluations are often descriptive and this does not enable them to improve or develop the activity to ensure that is helping children to move forward.

The staff are all involved in identifying the strengths and weaknesses of the nursery and are all included in the self-evaluation of the provision and how they want to see it improved and developed. Action plans for improvement are in place with target dates set for these. Staff have a positive attitude towards training and many of them are extending their qualifications as well as attending short courses to develop their good practice.

There is a good working relationship with parents who are encouraged to be fully involved in the children's development. The nursery holds open days when parents are able to come in and talk to the keyworkers about their children's development, they are able to see the records and have an input into them. There is also an open door policy which provides them with the opportunity to talk to staff at any time. A welcome pack informs them about the aims and objectives of the nursery and supplies them with information about the EYFS. Regular newsletters keep them up to date with what is happening in the nursery. The nursery has good links with other agencies who are involved in the care of the children as well as the local schools. The staff are able to go into the schools to help children moving on settle when they get there.

All staff are fully aware of their responsibility to the children in their care. They know the procedures to follow if they have a concern and who to go to for help and support.

The quality and standards of the early years provision

Staff ensure that they provide a broad range of opportunities to help children make good progress in all areas of development and learning in the EYFS. Children are able to make independent decisions about what they want to play with, choosing from the easily available resources. Staff support them in their learning, allowing children to lead the play but providing them with opportunities to extend by asking open ended questions and encouraging them to face new challenges and develop an interest in the world around them.

Children's safety is addressed through such activities as visits to the local area, learning road safety, and having house rules in place, for example, not running in the nursery. Staff have carried out emergency evacuation drills with the children but not often enough to ensure that all children are aware of the procedures and how to keep themselves safe in an emergency. The nursery operates a walking bus for older children to and from the local schools and some nursery children join in with this. All staff and children wear a high visibility jacket. Staff are fully aware of their responsibility towards the children in their care.

Children are encouraged to be and stay healthy. They have daily opportunities for outdoor play and understand the importance of wrapping up to keep themselves warm. They also have visits to the local area which helps to extend their knowledge of the wider world. They know the importance of good hygiene and are introduced to healthy eating options at snack time.

Children enjoy their time at the nursery, they have good relationships with each other and know about considering other people's feelings. However, when they are in a large group they do find it difficult to sit and listen, thereby disrupting and spoiling the activity for those who want to take part. They also have a positive relationship with the staff who are fully aware of individual children's needs and aim to support them through all activities. Each child is accepted for who they are and staff aim to provide all children with all possible opportunities to grow and develop. Children are learning to become independent and make decisions for themselves.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met