

Buttercups Private Nursery

Inspection report for early years provision

Unique reference number	316445
Inspection date	24/02/2009
Inspector	Jannet Mary Richards
Setting address	Hope Cottage, Lane End, Hopwood, Heywood, Lancashire, OL10 2JE
Telephone number	01706 366 311
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 Private Day Nursery is one of three nurseries run by Buttercups Ltd. It opened in 2000 and operates from the ground floor of a converted house in the Heywood area of Rochdale, Lancashire. The nursery is open each weekday from 07.30 until 17.30. An out of school club operates before and after school each day and during school holidays. Children have access to playrooms on the ground floor and enclosed outdoor play areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the nursery at any one time and 24 may attend the out of school club. There are currently 55 children on the nursery roll and 22 on the out of school roll. A number of children receive funding for nursery education. There are currently a small number of children attending who have a disability or learning difficulty.

The setting employs 14 staff who work with the children. Of these, ten have appropriate early years qualifications and two are working towards a qualification. The setting has received the Rochdale Children Deserve Quality Award.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A strong emphasis on providing for the unique needs of each individual child ensures that all children are made to feel welcome and fully included. Their welfare needs are promoted well as the staff develop positive relationships with the children, care for them in a generally safe environment, supervise them well, and promote their health and well-being effectively. The strong partnerships with parents and other agencies ensure that children receive the support they need which helps them to make good progress in their learning and development. The setting has effective systems in place to assess the quality of the service they provide and to plan and continually improve the provision. They recognise, for example, of the need to review the documentation relating to observing and assessing the children, and are in the process of making positive changes.

What steps need to be taken to improve provision further?

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

- continue to develop the written observation, assessment and planning systems, taking account of parents' comments, to give a clear indication of children's assessment and planned progress over time
- ensure that all hazards are assessed and prompt action taken to minimise risks to children.

The leadership and management of the early years provision

The established staff team work well together to ensure that children receive good quality care. They are aware of their roles and responsibilities and follow effective policies and procedures in their day-to-day work with the children, ensuring that each day runs smoothly. The nursery has effective procedures in place to ensure that all staff caring for the children are suitable. They access training events frequently to ensure that they have up to date knowledge of childcare issues. The documentation which supports the care of the children is of good quality and is well maintained. The staff supervise the children very well to keep them safe. In addition clear risk assessments and daily hazard checks are in use, though these are not always rigorous enough to identify all potential hazards to children.

The staff work very well in partnership with parents and carers to ensure that children receive care which meets children's needs and takes account of parents' views. Parents have access to a wealth of written information about how the nursery is organised. The welcoming environment and positive relationships between the staff and parents allows for plenty of informal discussion each day. This ensures that parents are well informed about what children have been doing and the progress they make. In addition the nursery staff work alongside other professionals, such as Speech Therapists and Portage workers to offer children individualised support and ensure that their specific needs are met well. These positive partnerships make a strong contribution to children's progress and well-being, and ensure that children are fully included in the life of the nursery.

The nursery has well established and effective systems in place to ensure the continued development of the provision for the benefit of the children. The staff regularly assess the strengths of the setting and areas for improvement, and make detailed plans to implement changes. For example, they have improved the outdoor play provision after identifying the need to develop more good quality outdoor play opportunities for children. They consulted with parents and carers and produced an informative booklet for parents about the importance of outdoor play, and the opportunities available for the children attending the nursery. As a result, parents are well informed about the opportunities available to the children and ensure that they have adequate clothing, such as Wellington boots, so that they can access outdoors in different weather. By taking a positive approach to developing the quality of the service offered the setting demonstrates a good capacity for continued improvement.

The quality and standards of the early years provision

Through an exciting range of play activities and good support from the adults around them children are encouraged to make good progress in their learning and development. The play rooms are well organised to encourage the children to make independent choices about their play and allow them to reach a good range of age appropriate toys and resources. In the baby room, for example, the youngest children can use all of their senses to explore a range of objects made from natural materials in the comfortable and inviting sensory play area. Toddlers

thoroughly enjoy developing their imagination in the well resourced role play areas. Older children confidently access and use a simple computer programme or select from good quality books and toys in the pre-school room. The children throughout the nursery benefit from some time in the relaxing environment of the sensory room.

As they play the staff interact well with the children to encourage their thinking and learning. Babies and young toddlers, for example, are encouraged to communicate as the staff sing with them, share books and talk to them to encourage their responses. Older toddlers show good levels of independence as they are able to select toppings to spread on their toast. Adults are seated nearby to support children who may need help. The older children in the nursery are encouraged to talk about what they see as they are playing a board game. Through skilful questioning by the adult they correctly identify the police station, post office and other buildings and are able to talk confidently about the people they may find there and the jobs they do. They have good levels of cooperation as they take turns, and are helped to develop their numeracy skills as they recognise the numbers on the dice and correctly identify that number four comes after three.

During play the staff observe what the children do and use this information to assess and plan for their future progress. They are able to effectively encourage the children during play at a level appropriate to their stage of learning and development. However the written records do not yet reflect the practice, which means that children's progress in each area is not always clearly assessed and planned for.

Children's welfare is well promoted. The children are provided with healthy and nutritious meals and snacks which benefit their health. Children's individual dietary needs are accommodated well.

All children, including the babies, are encouraged to spend some time outdoors each day, either in the designated play areas, or during walks in the nearby area, allowing them to benefit from fresh air and exercise. Children with specific individual needs are supported well by the staff who work closely with parents and others to provide individualised care and ensure that they make good progress. Children behave very well and show care and consideration for each other in the positive environment of the nursery. The toys, books and resources reflect the children's own family backgrounds as well as others, helping them to feel welcome and become aware of diversity. In addition the children take part in celebrating festivals which reflect their own cultural beliefs, and help them to become aware of differences.

Overall, children are settled, happy and develop a good range of skills to benefit their future well-being.

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?	2

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?	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints to Ofsted since the last inspection.

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.