

# Buttercups Pre-School Playgroup

Inspection report for early years provision

---

**Unique reference number** EY369858  
**Inspection date** 23/10/2008  
**Inspector** Lesley Jane Bott

**Setting address** The Grove Primary School & Nursery, Highfield Grove,  
STAFFORD, ST17 9RF

**Telephone number** 07931 848897

**Email**

**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 Pre-School Playgroup opened in 2008. It operates from The Grove Primary School and Nursery Unit. Access to the setting is via a pathway and all rooms are on the ground floor making them accessible for everyone.

The setting is registered for 20 children from the age of two years to five years. There are currently 22 children on roll who are within the Early Years Foundation Stage (EYFS). The playgroup operates five days a week from 09.00 until 12.00 term time only. The setting currently is looking after children with learning difficulties and/or disabilities. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The setting currently employs four staff, all of whom hold early years qualifications.

## **Overall effectiveness of the early years provision**

Children make good progress in their learning. The environment is organised well and a varied range of resources are available to ensure each child's interest is maintained and they enjoy their time at the setting. Staff are still to put into place links to work in partnership with other agencies to ensure that children's learning and welfare needs are met. Children are safe and secure as staff are proactive in ensuring that children's needs are met at all times. Documentation is well maintained and regular evaluation by the manager and staff team ensures that any priorities for future development are addressed.

## **What steps need to be taken to improve provision further?**

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

- develop links with all other settings providing for children in the Early Years Foundation Stage (EYFS)
- further develop children's details to include who has legal contact with the child; and who has parental responsibility for the child.

## **The leadership and management of the early years provision**

The setting runs smoothly on a day to day basis. Children benefit from the effective maintenance of records, policies and procedures which promote positive outcomes.

Children are safeguarded because staff have a robust system in place for security and safety. Daily visual safety checks of all equipment are in place, and effective use is made of the regular written risk assessment staff undertake to ensure that children remain safe. A written safeguarding procedure is in place which ensures

that staff are up-to-date with current local safeguarding procedures so any concerns about children in their care can be addressed promptly.

Children benefit from staff having a positive partnership with parents. Weekly plans are displayed on the notice board and regular newsletters inform parents of forthcoming events. Staff know the children well, as they move into playgroup from the stay-and-play sessions held at the same venue. However, currently there is no system in place to develop links with other settings providing for children in the Early Years Foundation Stage.

Staff work well together as a team with regular meetings and annual staff appraisals. Children's welfare is supported through a key person system, together with adult to child ratios being maintained. Observations and assessments of children are carried out by their key person, linking this to a different area of learning per week. Evaluations of activities are carried out to help them plan the next steps in children's learning. The manager shows commitment to the development and improvement of the provision through a good range of resources provided and a continued support to staff development. Good systems are in place to ensure that all the required documentation, policies and procedures are in place and up-to-date. However, details of who has full parental responsibility for the child is not included on the registration form.

## **The quality and standards of the early years provision**

Children are provided with healthy, balanced and nutritious snacks during their time at the playgroup. For example, a choice of fresh fruit and water or milk is offered at snack time. Children are also able to ask for a drink of water when they wish during the session. Procedures for nappy changing reflect good practice as staff use gloves and aprons to limit the risk of cross-contamination.

Staff ensure that children are able to develop and promote their independence as they are encouraged to select their own resources from easily accessible storage to increase their confidence and self-motivation. For example, musical instruments are put out for children to explore sounds and rhythm, while they look at themselves in the low level mirror on the wall.

Opportunities are provided during the session for child-led and adult-led activities. Staff engage in conversation with the children as they use fruit and vegetables for print painting. Children's language and maths is promoted as they talk about the shape and colour of the paint and the fruit.

Children enjoy the home corner as they make cups of tea and write shopping lists to go off to the shops with. They later use the sink in the kitchen area to wash all the cups. Children particularly enjoy the freedom of the well-resourced safe outdoor play area, where they climb, balance and play. Children are happy, settled and enjoy their time at the setting.

The staff have a thorough understanding of creating a safe, secure and welcoming environment where children are actively encouraged to learn how to take care of

themselves. Staff encourage children to take themselves to the toilet and to wear an apron for messy play. Staff are vigilant about children's safety and visitors are not allowed into the setting until identification has been shown. Children behave well and respond well to staff, sharing toys and helping each other at tidy-up time.

## Annex A: record of inspection judgements

### 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*

### Overall effectiveness

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

### Leadership and management

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

### Quality and standards

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

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](http://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 made to Ofsted since 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.