

Buttercup Nursery

Inspection report for early years provision

Unique reference number

EY303639

Inspection date

25/02/2009

Inspector

Clive Petts

Setting address

Pelton Community Primary School, Ouston Lane, Pelton,
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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

Buttercup Nurseries Limited is a privately run setting located in purpose built, self-contained facilities within the Pelton Children's Centre, adjacent to Pelton Community Primary School. It has access to its own outdoor area and shares the use of a community training room for the breakfast club. The nursery was first registered in 2005. There are no issues which may hinder access to the premises. It operates from 07.30 until 18.00 each weekday all the year round. Parents can request breakfast club, after school and holiday care for children up to eight years old. A maximum of 68 children from birth to eight years may attend at any one time. There are 48 children on roll, 41 who are within the Early Years Foundation Stage. Currently, 22 children receive nursery funding. The setting supports children with learning difficulties and/or disabilities. The provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary Childcare Register. There are 15 staff work directly with the children, all of whom have appropriate qualifications with two members of staff with a Foundation Degree.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Buttercup Nursery provides satisfactorily for the learning, development and welfare needs of children. All children are included in activities as they play and learn happily together developing confidence, skills and independence. Relationships between staff and children are good and this helps promotes good, sensible behaviour. Managers accurately evaluate outcomes for children and have a clear cut grasp of strengths and key areas for improvement in the quality of learning and development. This results in a satisfactory, though strengthening, capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure that hand washing facilities are available alongside nappy changing to reduce the risk of cross contamination and infection
- improve the quality of the outdoor curriculum for children of all ages
- provide an appropriate range of challenging learning activities during the breakfast club
- ensure all assessments of children's achievements are linked to each of the six areas of learning.

The leadership and management of the early years provision

The manager works directly with the staff and children and provides a positive role model through her caring, enthusiastic relations with the children. The well qualified team of staff are efficiently deployed and demonstrate a sound grasp of their roles and responsibilities in the care and support of children. All the necessary

policies and procedures are in place and up to date. Self-evaluation accurately identifies strengths and key areas for improvement in all that the setting has to offer. This includes the breakfast and after school provision. Successful management action has secured capital funding to address identified priorities for improvement. For example, improving the quality of outdoor learning and play for all ages. Day to day organisation is efficiently organised despite shortcomings in the layout of the facilities, for example locating the nappy change area in the sleep room with no wash hand basin. Observation and assessment systems are established and the information used to regularly inform parents of their child's progress. Nevertheless, assessments are not consistently linked to all six areas of learning. The manager is aware of this inconsistency and is working collaboratively with the adjacent primary school staff to address this issue. The partnership between parents and staff is good. Parents' evenings, newsletters and progress reports keep parents informed and their feedback contributes to improvement. Good links with the school ensure that transition to primary school is successful.

The quality and standards of the early years provision

Children arrive happy and clearly enjoy taking part in the activities that have been prepared for them. They confidently build close relationships with each other and adults. Key workers provide caring emotional support and make sure all are included. Those who are nervous or anxious are well guided and helped to take an active part in what is organised. The breakfast club has a happy atmosphere but does not provide a sufficient range of activities to ensure all learning areas are covered. For example, there is insufficient provision for quiet reading, writing or completion of schoolwork. In the main setting, play is purposeful and children take advantage of the range of activities on offer. A balance is maintained between outdoor and indoor activities but when outside there are not enough age appropriate opportunities for role play, exploration, problem solving or early writing. Indoors, insufficient experiences are provided to use technology. Children are encouraged to think for themselves and be independent. Systematic observations of children's achievements are completed and developmental portfolios are assembled for each child. This provides an informative basis for progress reviews with parents. However, the assessments of each child's progress are not always clearly linked to all six areas of their learning and what is expected for their age.

Children are learning to adopt healthy routines and habits. They use outdoors for exercise and take advantage of the healthy snacks and drinks that are available. Children are aware of how to stay safe, for example remembering to wash their hands after wiping a 'runny' nose. They are considerate when moving around the classroom or pedalling their trike. The celebration and display of cultural festivals gives them an insight into the diverse world around them. Children are friendly, well behaved and get on well with each other. They are confident when talking to visitors and happy to draw pictures for them. The purpose built accommodation is of a high standard and provides secure facilities but the layout of amenities especially for younger children holds back the promotion of high quality welfare practice.

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?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

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

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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