

Buttercups Nursery

Inspection report for early years provision

Unique reference number	EY305812
Inspection date	15/06/2009
Inspector	Sharon Henry

Setting address	22 Marlborough Road, Chingford, London, E4 9AL
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Type of setting	Childcare on non-domestic premises
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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 Day Nursery opened in April 2005. It operates from five rooms in a converted house and is situated in a residential area of Chingford, within the London borough of Waltham Forest. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18.00 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area. The setting is registered on Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery uses some elements of the Montessori approach to care and education. There are currently 46 children on roll, all of whom are in the early years age group. Children come from the local catchment area. The nursery currently supports children who speak English as an additional language. The nursery employs 11 members of staff. Of these, nine hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. A secure knowledge of the Early Years Foundation Stage (EYFS) supports children's welfare and enhances their learning and development. A child-focused and stimulating environment is created, ensuring all children and parents feel welcome. Inclusion is successfully promoted as a good selection of activities and resources meet the needs of individual children. Partnership with parents enables continuity of care for children and good systems for self-evaluation identify areas to develop. This promotes good outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop the systems to ensure parents are made aware of the learning and development aspects of the EYFS and establish links with the other settings that children attend, to ensure consistency in their learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure prior written permission for each and every medicine is obtained from parents before any medication is given. (Documentation)

10/07/2009

The leadership and management of the early years provision

Strong leadership and management of the setting ensures that staff are well supported and have an extremely good understanding of their roles and responsibilities. Recruitment procedures are robust, and effective in ensuring that those employed are suitable to work with children. Induction processes are extremely good, ensuring that staff have opportunities to gain a thorough understanding of policies and procedures and daily routines. Staff training and development is considered a priority in the setting, in order that children benefit from skilled and confident practitioners, and staff management and appraisal systems are extremely effective in identifying areas for individual development. The owner and staff demonstrate a strong commitment to providing good quality care and education for all children. They have worked hard to develop and improve the organisation of the nursery, such as the outdoor area and implementing the EYFS. Parents and staff speak very positively about the changes and the benefits to the children. The nursery environment is bright and spacious, with a welcoming and friendly atmosphere. Consistent staff are deployed effectively in each room and playrooms are very well organised, with a good variety of quality play materials to support children's learning.

Children's safety and protection is well promoted through robust safeguarding procedures and detailed risk assessments in place. A good number of staff are qualified and most staff also hold valid certificates in first aid. Required policies and procedures are available and reviewed on a regular basis to ensure they are effective and inclusive for all. Parental involvement is very well promoted, with some good arrangements in place to engage with parents and involve them in the children's learning. For example, open evenings enable parents to talk to key workers about children's progress. However, parents are not fully aware of the EYFS, consequently they are unable to fully consolidate their children's learning at home. Staff understand the need to work together with other providers of the EYFS, such as schools. However, procedures for establishing effective links are not fully developed. Staff questioned at inspection have a sound awareness of the signs and symptoms of abuse and procedures to follow should they have a concern about a child. A written risk assessment has been conducted which covers all aspects of the premises. Most documentation is in place and meets the required standard. However, parental consent for the administration of medication is not clearly defined. This is a breach of a legal requirement.

There are good processes in place to evaluate the effectiveness of the provision, in terms of outcomes for children. Systems of monitoring children's individual progress in learning and development are excellent and provide staff with a strong framework for identifying 'what next' for each child. Evaluations of wider practice and routines in the setting are thoughtful and insightful, they identify and prioritise areas for improvement. Feedback is obtained from parents and children and their ideas are listened to and influence change.

The quality and standards of the early years provision

Children make good progress in their learning and development, because staff have a secure understanding of the EYFS learning and development requirements. They work harmoniously as they set up toys, activities and areas of learning at the beginning of each session. Consequently, an enabling environment is created which supports children's learning and development. Children's starting points are identified and written observations of their achievements are maintained. Systems are also in place to identify gaps in the curriculum and to track children's progress towards the early learning goals.

Children are interested, motivated and friendly. They are keen to begin activities and become animated as they engage with staff and their peers. Children are well behaved, openly talk about their families and share their news with staff. Staff and children clearly share warm relationships with each other. Many opportunities are available for children to recognise their name and link sounds to letters. For example children's cups are clearly labelled and they are asked to find their cups. There are many opportunities to develop their knowledge and understanding of the world, as they observe Poppy the hamster, they hold and stroke it and comment how soft it is, they notice that it has no tail and that its whiskers move. They handle the hamster with care as it is passed around and then gently place it in its cage. Children enjoy being imaginative as they participate in music sessions, where they use their voices in different tones. For example, they warm up by humming. They become excited as they sing the 'egg man song' and use their bodies as they clap and rock from side to side.

Children have good opportunities to develop their communication, writing and reading. For example, a four year old writes a simple sentence 'I go to bed at 8 o'clock', and goes on to write his name and letters of the alphabet. Children's pre-reading skills are developing as they sound out words such as cat, mat and cup. From a early age they become familiar with numbers, as staff count the beads with the babies; some older children are able to confidently count well beyond 30. Children's personal, social and emotional development is a particular strength within the setting, older children and babies share warm relationships with key worker staff. Children are well behaved as they happily share, take turns and play together cooperatively. They learn to be considerate towards adults and each other in the calm, consistent atmosphere where staff act as positive role models.

Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. Snacks and meals consist of well balanced, nutritious options. Meal times are relaxed, social occasions, where staff and children share information and enjoy each other's company. Independence skills are actively promoted when older children confidently help themselves to plates and serve themselves from central dishes. Toddlers sit comfortably around low tables and learn to feed themselves. Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks. Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. For example, they are reminded to sit down when handling the scissors and a member

of staff spends time showing the children how to correctly hold the scissors. They are encouraged to develop skills for their future well-being as they learn to solve problems and work collaboratively.

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

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