

Buttercups Pre School

Inspection report for early years provision

Unique reference number EY241713
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Inspector Jennifer Firth

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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).

Description of the setting

Buttercups Pre-school opened in 2002. It operates from a fixed mobile classroom with an enclosed outside play area in the grounds of Cayton Primary School, in the village of Cayton. The pre-school serves the local community. At any one time, a maximum of 22 children may attend the provision. There are currently 38 children on roll. This includes 16 funded three year olds and 13 funded four year olds. Children attend for a variety of sessions. Children who have learning difficulties and/or disabilities and those who speak English as an additional language are made welcome. Disabled access has recently been installed. The setting is open Monday and Tuesday from 09.00 to 15.00 and Wednesday to Friday from 09.00 to 12.00, term time only. There are five staff employed to work with the children, all of whom have a relevant childcare qualification. The setting receives support from the North Yorkshire Early Years Development and Childcare Partnership, and has recently achieved the Gold Award in the North Yorkshire Quality Assurance Scheme. The provision is registered on the Early Years Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The manager and staff provide extremely effectively for children within the Early Years Foundation Stage. The setting provides a warm, welcoming environment and promotes inclusion effectively. Staff are dedicated, caring and considerate, ensuring each child's individual needs are fully incorporated into day to day planning, enabling every child to progress and develop appropriately throughout their time at the setting. Children enjoy participating in a wide range of learning opportunities and make very good progress towards the early learning goals. Relationships with parents are excellent and staff are beginning to develop further links with other settings that the children attend. Staff are highly motivated and fully embrace the process of self-evaluation in order to strive for excellence and bring about sustained improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- further develop links with other settings that the children attend so as to provide a coordinated approach to children's learning and development.

The leadership and management of the early years provision

Robust recruitment and vetting procedures ensure that staff are suitable to work with the children. Clear and comprehensive policies and procedures which are reviewed and updated regularly, underpin the excellent practice at the setting.

Staff have a very clear understanding of the importance of keeping children safe and ensure that the welfare needs of all children are promoted well. Risk assessments, health and safety procedures and safeguarding requirements are all in place, ensuring that children remain safe and secure.

An excellent partnership with parents ensures that children are cared for well. Parents speak highly about the quality of the provision and value the hard work of the staff. They are particularly appreciative about the way the setting involves them in their child's learning and keeps them fully informed about their child's progress, the setting's events and activities. There are good links with the school and the setting is beginning to develop further links with other settings that the children attend so as to ensure continuity of learning.

Staff continually evaluate their practice and are committed to improving the provision even further. Action planning identifies areas for development. A commitment to staff training ensures that staff are kept up-to-date about their knowledge and understanding of the needs of children in the Early Years Foundation Stage. Inclusion is fully promoted ensuring all children achieve as well as they can. Children are consulted about their views and contribute ideas for making activities more interesting and parents are encouraged to put their ideas for improvement in a suggestion box.

The quality and standards of the early years provision

Children are happy and enjoy their time at the setting. They are keen and enthusiastic when they arrive in the morning, selecting from a range of resources that are mostly well labelled. Children enjoy playing in the well resourced outdoor area. They delight in building a campfire and inviting their friends to a picnic. There are opportunities for children to develop their physical skills as they balance across tyres and ride bicycles. They enjoy digging in the sand pit and there are opportunities to explore and investigate mini beasts using viewfinders. A wide range of resources is available indoors to enable the children to construct models and access computer programmes where they confidently use the mouse. They develop early writing skills using a range of mark making materials, such as coloured pencils and crayons and demonstrate good number skills as they count when taking part in a story telling activity. They play well together and take turns during a table top activity.

The children's understanding of the wider world is promoted when they celebrate festivals, such as Chinese New Year. Links with a child in Hong Kong further enhances their understanding. They learn about other cultures as they look at life in Africa as part of their work when celebrating Red Nose Day.

They have a good understanding of how to keep safe and regular fire practices ensure that children know what to do if they have to evacuate the building. Visits from road safety officers and the police reinforce their understanding of keeping safe. Good emphasis is placed on children washing their hands before having their snack and also after using the toilet. They eat healthily and develop their

independence skills as they pour milk from jugs when they meet with their friends at the snack cafe. They have access to drinking water at all times. Staff are aware of children's dietary requirements. They are good role models. Children know what is expected of them and their behaviour is very good.

Children are exceptionally well supported by experienced and dedicated staff who know them well. Key workers ensure that there is an individual approach to each child. Daily plans are adapted accordingly and ongoing assessments ensure that the next steps in the children's learning are identified. Progress is rigorously tracked and this information is shared with parents. Staff interact well with children, asking questions to make them think about their learning.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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