

Buttercups

Inspection report for early years provision

Unique reference number

EY298807

Inspection date

17/06/2010

Inspector

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Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Buttercups is a privately owned group. It opened in 2005 and operates from one main room and the sports hall in the community centre which is on the site of Selsted Primary School. The centre is in the village of Selsted, which is between Folkestone and Canterbury. A maximum of 42 children may attend the Nursery at any one time, of whom 18 may be in the early years age group. There are currently 42 children in the early years age group on roll. The Nursery is open from 8am to 6pm throughout the year. The breakfast club opens from 8am to 8.45am and the after school club opens from 3pm to 6pm in term time only. The holiday playscheme, which operates in all the school holidays, opens from 8am to 6pm. All children share access to a secure enclosed outdoor play area. Children come from a wide catchment area. The Nursery employs five staff. Four of the staff, including the manager, hold appropriate early years qualifications. The Nursery works closely with the adjoining primary school. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It can support children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children who attend Buttercups make good progress because the Nursery is inclusive and able to meet the needs of each child, including those who are at the early stages of learning to speak English and those who have additional learning needs. The pre-school and out of school club has a good capacity to improve because the manager and her team are very experienced, and they attend training courses so that they can acquire new skills to help them improve the learning opportunities they provide for the children. The manager and her team evaluate the provision frequently and identify steps they can take to improve it further.

What steps need to be taken to improve provision further?

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

- continue to develop partnerships with parents so that they are more actively engaged in their children's learning

The effectiveness of leadership and management of the early years provision

The manager reviews all policies and procedures frequently, and these are shared with parents. The manager and her staff have rigorous procedures to ensure that the children are always safe. All staff are vetted appropriately and visitors sign in. Doors and gates are kept closed and when the children need to be in other parts of the building, adults always accompany them. The premises are checked before

each session and more thorough risk assessments are carried out regularly so that any hazard which could cause an accident are identified. If children need to be given medicine, there are good procedures for obtaining parents' permission. If a child has an accident, the manager provides parents with details in writing so that they know what has happened. All staff have first aid qualifications and understand hygienic food handling. The staff can refer easily to information about children who have allergies. The staff have very good links with the adjoining primary school. For example, they use the hall and school field and they invite the Reception children to special events, such as their Easter bonnet parade. The staff also work closely with the other local schools which the children will move on to, with the local children's centre and village community, making extremely good use of the learning opportunities these provide.

The manager and staff meet regularly to review their practice and to plan improvements. They are a strong team and they have attended a very wide range of training to develop more expertise, for example in using sign language and in making the best use of the outdoor learning environment. They look very closely at the progress the children are making and use this information to help them evaluate what they provide and to decide on areas for development. The Nursery has improved since the last inspection. For example, the children now have more exciting resources for outdoor play, such as a climbing frame, and they spend much more time learning outdoors. From her assessment of the children's learning, the manager knows that this is where many children make the most progress, and she provides a very wide range of activities in this area.

The Nursery works closely with parents, who feel that their children are always safe and well cared for and that they make good progress. Parents have access to plenty of useful information, both about what is going on and about the activities the children enjoy. They can see detailed records and photos of their children, taken while they are learning new skills and enjoying different experiences. These help parents to understand the progress their children are making. Parents also receive monthly newsletters and information about other local services they may find useful. The manager values parents' views and suggestions, for example about snack time menus, and she carries out regular surveys. Parents can easily talk to the staff informally, for example at collection time, and they can telephone the staff at any time if they have a concern. They can see from the board at the door what their children have been doing and what snacks they have enjoyed. Parents tell the staff what their children have achieved at home so that the staff can provide activities which extend those interests. The manager helps parents to know how they can support their children's learning at home, for example in learning to recognise numbers. Parents are less involved while they are at the Nursery. The manager also works closely with the local authority when she needs additional support or advice about a child's needs so that these children are very well supported and make extremely good progress.

The quality and standards of the early years provision and outcomes for children

The children are very well behaved because the adults have high expectations of them and are good role models. The children have thought of their own rules and the staff talk about them so that the children understand them well. Staff encourage the children to develop new skills and they praise them for being polite and helpful. They ask them questions and encourage the children to solve problems and develop more skills. The children play well together and share with one another. They are confident and feel that the adults take very good care of them. They concentrate on one activity for a long time. They choose what they want to do, and have a very wide selection of toys, including dolls, construction and puzzles. Visits from the library bus encourage the children to be interested in books and retelling stories. They develop their imagination by dressing up, using puppets and through role play. They extend their vocabulary through very exciting experiences, such as seeing a fire engine and an ambulance, and they begin to develop their early writing skills. They enjoy exploring different textures and materials, and they find out more about the world around them, for example by using magnifying glasses and binoculars. Outdoors, the children learn about what plants need to grow well by planting many different vegetables. They visit a farm and they learn about creatures, such as worms and minibeasts. The children develop good creative skills, for example when making Father's Day cards, and they learn to sort and compare, for example by putting toys in order of size.

When children start attending the Nursery, the manager asks parents for very detailed information so that the staff begin to know each child well and their key workers can provide the activities children will enjoy most. This helps the children to settle easily and is reassuring for their parents. The staff plan the activities which match the children's interests very well so that they will be motivated to learn. The staff observe them closely, and plan exactly what each child needs in order to make the next steps in their learning. The staff keep very detailed records and, because the manager tracks the children's progress so carefully, she has identified some areas of learning where they make less progress. She adapts activities to redress this so that the children make consistently good progress. She ensures that the older and more able children are challenged well, for example through learning their letters and sounds.

The children learn to become independent, for example by choosing when to have their snacks, putting toys away and hanging their coats on their pegs. They learn about the importance of a healthy lifestyle because they discuss their healthy snacks, and they understand how to avoid infection because they can explain when and why they wash their hands. They know that they must wear sun hats and sun cream if they are playing outside on a sunny day. Children make good progress in understanding about people of different cultures because they learn about celebrations and customs, for example they talked about Buddhism by looking at artefacts and pictures. At Chinese New Year they made their role play area into a Chinese restaurant. The children also play with multicultural toys and musical instruments and listen to stories in different languages and from different cultures.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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