

Buttercups at Homefields

Inspection report for early years provision

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Inspector Amanda Allen

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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*.

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Description of the setting

Buttercups at Homefields opened in 2010 and is operated by a Limited Company. It is one of seven nurseries, six of which are located in the West London area and one in Buckinghamshire, operated by an individual proprietor. The nursery operates from a single storey building located in Homefields Recreation Ground in Chiswick, West London. The premises comprises of two play rooms, a kitchen, office/ staff room, children's bathroom facilities and an accessible toilet facility. There is a secure, enclosed garden area for outdoor play. There is level access to the premises and bathroom facilities are accessible on the ground floor. The setting is registered on the Early Years register, to care for a maximum of 37 children, in the early years age range. There are currently 25 children on roll. The setting operates from 8.00 to 18.00 hours Monday to Friday throughout the year, except for the usual bank holiday closures. The nursery currently employs four members of staff, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development are promoted very well. Children are very happy and have settled because the staff at the nursery create a safe and secure environment. The staff help the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. Activities and experiences on offer are continually evaluated, always seeking to improve their learning opportunities, working towards the best possible outcomes for children. Staff demonstrate excellent knowledge of each individual child, which supports their learning and development. The children's needs are being met through excellent partnerships with parents. Evaluation and reflective practice ensure the setting builds on the staff's professional development and that of the service it provides. Partnerships with outside agencies is a key strength which ensures children's needs are fully met.

What steps need to be taken to improve provision further?

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

- develop current systems in place with regards to daily access to the garden area for all children.
- develop further, the use of the self evaluation process and increase the input of staff and children into evaluative processes so that the provider can move accurately evaluate the strengths and weaknesses of the setting to drive further improvements.

The effectiveness of leadership and management of the early years provision

The provider has established a strong management team which ensures that the setting is run effectively and meets children's needs. The nursery follows the HighScope approach to enhance children's growth from its natural environment and foundations. Staff are all aware of their roles and responsibilities and this enables them to work effectively towards improving outcomes for children. Extremely comprehensive policies and procedures demonstrate the setting's sensitive and mature attitude both to protecting children and helping them understand how to keep themselves safe. The management team consistently seek parent's views and permissions concerning a range of safeguarding issues, ensuring that their policies meet not only legal requirements but reflect the needs and wishes of parents. As a result parents and carers fully understand the steps that the setting will take to protect their children. Self-evaluation systems are in place and demonstrate the provider's good awareness of the setting's strengths and weaknesses. However, there is scope to increase the input of staff and children into evaluative processes so that the provider can more accurately evaluate the strengths and weaknesses of the setting to drive further improvements. The staff liaise closely with parents from the start through clear settling procedures and by asking them to provide information about their children's routines likes and dislikes. Parents are constantly encouraged to be involved in their children's learning as they are informed daily about activities their children have undertaken and have unlimited access to observations and assessments of their children's progress. Partnerships with both parents and other settings are strong. All children are well supported to be able to join in all the activities. Plenty of pictorial images, warm staff and activities that are adapted for all individuals, encouraging all children to have a voice and give them access to take part in all activities on offer so that everyone is valued and included.

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

Children clearly feel at home in the nursery. They achieve well in a warm and welcoming environment, effectively organised for them to learn through play. Children have free access to a wide range of stimulating and engaging resources that cover all areas of the Early Years Foundation Stage. Staff are well aware of individual children's needs and interests and this helps them to plan activities that hold their interest and stimulate their learning. Staff ask a wide range of questions to extend children's learning and to encourage their problem solving skills, for example questions about colours, numbers, letters and words during everyday activities such as meal times. All children are very happy and settled at the setting. The staff make good use of the information that is shared between them and the parents. The staff use a range of media to gather a clear picture of their individual needs. Staff use observations, photos and discussions with parents. Observations are detailed and are used to inform the planning of the continuous provision for the children. Each child's next step is used in the continuous provision as a

learning intention for the staff to move the children on with their development within the planning. Children have an excellent range of resources to choose from on a daily basis, which are laid out to reflect the six areas of learning. Children have a good mix of child-led and adult-initiated activities. Children have access to a good amount of resources which reflect diversity and equal opportunities. Staff interaction with the children is enthusiastic and they use lots of open questions and praise to help extend their learning and develop their language skills. Children enjoy using a range of craft materials which enhances their creative development. Although outside play is currently limited to two sessions a day, the organisation of the outside area enhances the children's development of their gross motor skills, as they use the range of well maintained large play equipment. Water and sand trays, a book corner in the outdoor area and a good range of large equipment, bikes and trikes enable children to use the outside space in a range of ways. Children who wish to can read stories while getting fresh air and this adaptable attitude towards books enables children to explore them without limiting themselves to a book corner. Staff encourage children to explore their natural world and resources, for example digging with shovels in the dirt pit. The children's fine motor skills are greatly enhanced by the activities they have on offer around the setting both inside and out, across all six areas of learning. Babies and toddlers benefit from an environment that is imaginatively designed to stimulate their natural curiosity. Baskets full of natural textures and household items encourage them to explore new experiences. Children exclaim excitedly when they make sounds using a couple of wooden spoons. They make good developments within the Early Years Foundation Stage as they are settled and happy in a well managed space. Staff demonstrate their good understanding of the Early Years Foundation Stage. Children learn about different cultures as they enjoy celebrating different festivals, dressing up and reading a variety of books from around the world. They have access to many positive images of different cultures, religions and abilities. Children are carefully supported to learn excellent hygiene skills through the use of effective hygiene routines. Children take themselves to the toilet and wash their own hands, and they are provided with individual paper towels. All children are openly encouraged to wash their hands after they have come in from the garden, before and after meals and after using the bathroom. This ensures children are protected against cross-contamination and infection. Staff are very calm with the children, and explain everything to them at a level they can fully understand, which results in well behaved children who respond well to praise. Staff have a clear understanding of the importance of the use of positive strategies to support children's behaviour. All staff actively encourage children to share and take turns, and they monitor the children at play to ensure that toys and equipment are used safely and appropriately. This contributes to their feelings of safety as they learn in a caring, environment that values their individual needs

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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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