



## **Buttercups Pre School**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY241713
<b>Inspection date</b>	14 February 2006
<b>Inspector</b>	Elizabeth Patricia Edmond
<b>Setting Address</b>	The Unit, Cayton School, Mill Lane, Cayton, North Yorkshire, YO11 3NN
<b>Telephone number</b>	07890 285801
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<b>Registered person</b>	Buttercups
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Buttercup Pre-School opened in 2002. It operates from a fixed portacabin classroom situated in the grounds of Cayton Primary School. They have their own enclosed area for outdoor play and learning. The pre-school serves the local village and the wider rural community. A maximum of 22 children aged from 2 to 5 years old may attend at any one time. The pre-school operates Monday to Friday in term time only. Opening hours are currently Monday and Tuesday 9.05 to 15.05 and Wednesday to

Friday from 9.05 to 12.05.

The pre-school is registered to provide funded nursery education to those children of eligible age. There are currently 34 children on roll. This includes 23 children in receipt of such funding. The setting receives some support from the local authority in respect of this.

There are five staff working with the children. Three have relevant early years childcare qualifications and two are presently attending training. The group also welcomes support from parents. The group is a member of the Pre-school Learning Alliance and have almost completed the North Yorkshire Quality Kite-mark

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The children are cared for in a warm, clean environment where they learn about sensible hygiene practices. Older and more able children know why they need to wash their hands. Very occasionally, the younger ones forget to wash their hands before snack, when they are not reminded. The older children know where to find tissues and consistently use them independently to wipe their noses.

The free-flow arrangement for using the outdoor area, daily, throughout the year means that the children develop an excellent approach to being active in the fresh air. They have great fun developing their physical skills and strength as they pedal and steer their tricycles, balance skilfully on the stepping stones and crawl into the tents.

The children benefit from the nutritious and varied snacks provided. They enjoy the cereal and capably pour their own milk or spread their cheese on the crackers. The children learn about healthy eating because the staff plan activities which focus on this and sometimes the parent helpers talk to them about which foods are good for them and which foods are for treats. Whilst the staff are vigilant in meeting the children's individual dietary needs and respecting parents' wishes, the arrangement for packed lunches sometimes results in inconsistencies in the children's understanding of healthy eating.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The children are able to play freely in an environment where immediate risks are identified and minimised. They play safely in a secure environment; although the catch on the gate is not very secure, the staff are vigilant in reinforcing this with string in the very windy weather. There are clear emergency evacuation procedures in place and all staff are very aware of these; the more able children confidently talk about what the emergency whistle is for and which exit to use in an emergency. The

more able children have a good understanding of how to play gently with each other.

The children choose freely from a satisfactory range of equipment which is in good condition. Children can access most of the equipment freely, but some of the storage is inaccessible which limits the choices for the children. Staff have a very good understanding of how children can enjoy every day items, such as scarves, boxes and stones. This engages the children's interest and enhances their creativity.

The children are well protected because key staff have a good understanding of how to protect children in line with the Area Child Protection Committee Guidelines. They keep all the necessary advice on file and are vigilant in their observations and links with other agencies.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children are happy and enjoy their time at the pre-school. They are confident and motivated which means that they are able to access all the opportunities freely and often with great exuberance. The daily 'wiggle song' motivates the children and focuses their attention. They gasp with delight when they realise that the staff are getting the parachute out. They relax under the parachute as they feel the draught on their faces then suddenly become very animated as the adults sing about the stormy weather.

The plans for focus activities show how the activity is to be adapted to meet the younger children's needs; the staff are becoming more confident in using the Birth to three framework. The children freely access the resources presented to them and staff rotate the resources daily to increase choice for the children. The children also confidently ask for items which they cannot reach. For example, they tell the staff when they need water and extra towels to bath the dolls as they extend their play; less able children point at which jigsaw they want.

### **Nursery Education**

The quality of teaching and learning is good. The staff use the monitoring system well to establish what the children can do and move them on in their learning. This means that the children clearly make good progress in relation to their starting points. The staff often take a lead from the children and use informal conversational questioning with great success to extend their play and learning. They join in with the children's role play and inspire them to sing number songs as part of their play or suggest that they might like to write some invitations out for their impromptu party. The consistent focus on the children's pre-reading and writing skills means that they develop well in this area.

Although the outdoor area is not large, the staff use it with great effect throughout the year to promote the children's learning in all areas. The children, motivated by the windy weather, create pictures and writing patterns using large movements, or they are sometimes totally absorbed as they dig in the raised bed. They match the tricycles to the corresponding parking space and enjoy painting the house with

various brushes and water.

The children are confident in the environment and they freely initiate interaction with adults and each other. They are confident to stand up for themselves when they know that it is their turn on the computer, yet they begin to demonstrate flexibility when staff sensitively coax them to share more readily. They persist at their chosen activity for some time; they concentrate intensely on the shapes they are making with the dolls' furniture or as they complete the games on the computer. The firm emphasis on pre-reading and writing skills means that some children develop very well in this area. They confidently help themselves to the various materials to make invitations for an impromptu party. Even the youngest children confidently 'sign' their own pictures. The children easily find their own name cards for the snack and know what the written prompts on the computer say. They are pleased with the plaster cast letters they have made and announce proudly that this is their initial. They enjoy stories and rhymes; they are enthralled by the animated story teller and cheerfully join in with the rhymes at the end of lines.

The children count with increasing accuracy and help the adults to count how many children are present so that the correct number can be put in the register. More able children easily predict how many pieces of pizza will be left when one is bought. They use mathematical language naturally in their play to talk about size or position. Some children develop a particularly good spatial awareness.

The effective and consistent use of the outdoor area stimulates the children's interest in the world around them. They show great curiosity as they dig in the garden to look for insects and worms and are fascinated when they observe, using the magnifying glass. They show a clear interest and are skilled in using information technology to support their learning in other areas. They negotiate their favourite matching games and soon learn to understand the written prompts asking if they want to play again. They begin to understand the structure of time as they complete the daily calendar. The children develop good fine motor skills; they learn to use a needle and thread to make their stitched pattern and use the tape dispenser, scissors or hole-punch with increasing dexterity.

The children are very creative in their role play. They confidently move the resources around as they wish to have a picnic in the entrance and confidently invite everybody to their party. They sing a range of songs from memory and enjoy dancing freely with the silk scarves. However, much of the visual art is adult-led because it is often used as a vehicle for other areas of learning, which limits the children's creativity in this area.

### **Helping children make a positive contribution**

The provision is good.

The children are respected as individuals because the staff get to know the children in their key group very well. Children with special needs are sensitively included in all the play and learning opportunities and great effort is made to find out about the children's needs so that they settle easily.

The children are relaxed, very confident and generally behave very well. They learn to share and take turns and most children enjoy helping to tidy up. The staff sensitively coax those who are less confident with this. Older children show consideration when their friends are upset and talk confidently about the importance of being gentle. The strategies to develop the children's self-esteem work well; the staff skilfully and consistently use praise and encouragement and the children wait with interest to see who has been awarded the golden star that morning, or who will be taking the nursery bear home for the evening. The provision fosters children's spiritual, moral, social and cultural development.

Partnership with parents of funded children is good and relationships are very strong. Parents receive good information about business arrangements and how the children access the six areas of learning through the play based activities. Parents have free access to their children's assessment documentation and sign the folder each term to acknowledge their agreement. A good range of interesting and useful information for parents is displayed in the entrance hall covering childcare issues, such as behaviour management, illness, and safety. However, there is no information as to how parents can provide healthy packed lunches. The younger children develop positive three-way relationships with their parents and the staff. The children are relaxed and happy as the staff chat with their parents and they enjoy seeing their parents helping in pre-school. The children look forward to their turn to take 'Betty' the nursery bear home for the evening and they enjoy looking at the photos of her adventures at their homes. This further helps the children to feel settled as relationships between home and pre-school are strengthened. Parents who take part in the inspection are very pleased with the standards of care and education.

## **Organisation**

The organisation is good.

The children benefit from the staff's positive approach to their professional development. There is no formal appraisal system in place, but the staff are highly self-motivated and talk with great enthusiasm on how their training is influencing their practice. This addresses all areas of the children's care and development. Recent work on the quality kite-mark has also focused the staff's attention on aspects of progression. For example, the children have benefited from the positive developments in outdoor provision and the café arrangement for snack.

The staff work well together as a team to meet the needs of the children and the effective procedures to deputise ensure a continued sense of stability for the children when the manager is away. Parents who help out on a regular basis, have clear information on how they can help the staff and contribute to the children's learning and independence whilst on duty. This also provides a high level of adult support for the children.

The children are confident in the meaningful routines which aid the older children's independent learning; they easily find and post their name cards to indicate that they have had their snack, they put on their coats to play outside and they help to tidy up for group time. However, moving the furniture for group story sometimes makes the

very young children feel a little unsettled and they behave accordingly.

The leadership and management of the educational provision is satisfactory. The key worker system is used effectively to monitor the children's development and to plan for their future learning. Staff are deployed well throughout the nursery, indoors and out, to provide a good level of support for children where ever they choose to play and learn. Whilst relationships with the adjacent school are very positive, there is no co-ordinated system for planning for the children's developmental needs once the older children attend both settings for a time. The whole-group approach to story, whilst having many organisational benefits, means that older children do not often hear a story which would stretch their understanding and increase their vocabulary. There are no specific measures in place to evaluate the overall effectiveness of the educational provision, but the group welcomes advice from the local authority. This is particularly effective in the inclusion of children with special needs. The staff also have a very positive attitude to the inspection progress and enthusiastically begin to think about possible development plans before the inspection visit is over. Overall the needs of all the children attending are well met.

## **Improvements since the last inspection**

### Care

At the last inspection the group were asked to ensure that the children had access to an appropriate range of resources that promote equality of opportunity. There is now a suitable range of resources which show positive images of cultural diversity and disability. The children demonstrate their acceptance of our diverse society by playing happily with these throughout the session. However, activities which would reinforce this understanding do not feature regularly in the play plans.

In response to further a recommendation, a rolling programme of child protection training has improved the staff's knowledge and all relevant information is on file for all staff to read. The complaints policy has been reviewed and now contains the necessary contact details for Ofsted and information relating to the recent changes to the National Standards.

### Education

At the last inspection of the funded nursery education key issues were raised about the accessibility of the resources. The group have added to the amount of accessible storage, but this remains an area for development particularly regarding the children's creativity.

In answer to another recommendation, the group have focused on the children's pre-reading and writing skills. This has been particularly successful and the children now use these skills freely in their play and can name several letter sounds.

The colour coded assessment sheets now show more clearly how the children are performing in each of the areas of learning. The staff find that they are now more successful in identifying the measures needed to move particular children on in their

learning and can incorporate this into their plans. The parents have access to the folders at all times and sign each term to acknowledge their agreement with the assessment.

### **Complaints since the last inspection**

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide information for parents on healthy eating
- consider ways of arranging group times to meet the needs of all children (also applies to nursery education)
- devise strategies to help all children to remember to wash their hands before snack.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the organisation of the room and resources to promote independent learning particularly regarding visual art media
- strengthen ties, where possible, with other agencies to provide a co-ordinated approach to maximising learning for the children for whom shared care and education arrangements are in place.

Any complaints about the inspection or the report should be made following the



procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)