

# Buttercup Children's Centre

Inspection report for early years provision

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| <b>Unique reference number</b> | EY317755     |
| <b>Inspection date</b>         | 11/10/2010   |
| <b>Inspector</b>               | Susan Rogers |

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|-------------------------|---|
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| <b>Type of setting</b>  | 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**

Buttercup Children's Centre opened in 2005 and operates from the purpose-built nursery unit at Birkwood Primary School in Cudworth, Barnsley. The centre opens five days a week and sessions are from 7.30am to 6pm throughout the year. The centre is registered with Ofsted on the Early Years Register. It may care for a maximum of 29 children at any one time, six of whom may be under two years of age. The centre is in receipt of funding for free early education for two-, three- and four-year-olds. There are 47 children under five years on roll and children attend for a variety of sessions. The centre supports children with special educational needs and/ or disabilities and those who speak English as an additional language.

There are 11 staff including the manager work with the children each day. Four members of staff have an appropriate level 6 qualification and six have a level 3 qualification. One member of staff has a level 5 qualification and is working towards level 6. The centre receives support from an early years coordinator from the local authority and works in close partnership with the children's centre and primary school, which enables them to share resources and expertise.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The knowledgeable and committed staff group share the management's vision for a highly effective learning environment where all children feel valued. Staff energetically support children's learning, using individuals' different interests and learning styles to steer and inform the planning of activities. Highly effective teamwork and a staff group that positively embraces change support the success of this setting. Children thrive in a wholly inclusive setting where the involvement of parents is actively encouraged. Rigorous systems, which value the opinions of all stakeholders, effectively measure the setting's success. The setting has improved significantly since the last inspection and has excellent capacity to maintain continuous 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:

- improve the equipment to enable children to access climbing activities

## **The effectiveness of leadership and management of the early years provision**

Children's safeguarding is given exceptional priority. All new staff receive comprehensive child protection training and are very well supported by

management should they have any concerns. Risk assessments are well documented protecting children from harm. The close monitoring of children's activities is a fundamental aspect of the daily routines ensuring that they are further protected.

The management structure places high emphasis on the support offered to staff with very good training opportunities and support in the progression of their professional qualifications. This results in well-qualified, cohesive and successful staff team. The views of parents, children, and external agencies are actively sought through rigorous reviews that involve all stakeholders. Staff are skilled at listening to the needs of the children which ensures the drive to improve the effectiveness of the setting is closely informed by their needs. Strategies that improve the setting skilfully utilise a creative approach, children's needs and innovative planning. There are frequent opportunities for staff to consider and reflect on children's individual developmental needs, allowing the planning for activities and the setting to be finely tuned to their individual preferences. Records of children's learning journeys demonstrate the exceptional insight that key workers have regarding individual children's needs and stages of development.

Equipment and resources are of a high quality and positively reflect different cultures, celebrations and beliefs. The creative use of the environment provides stimulating experiences for children where they learn and explore. Children who have additional needs have excellent support from staff who successfully liaise with other agencies and are skilled in meeting their needs.

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

Children's development flourishes as staff have excellent knowledge of each individual child. The inclusive setting places the needs of individual children firmly at the heart of the planning with the carefully-chosen resources and newly-developed areas being well-informed by children's needs and interests. Children busily explore the intricate and stimulating outdoor and indoor areas, continually discovering new depth to their play experiences. They are developing their communication skills extremely well as babies and older children use sign language, and older children actively describe what they are doing during imaginary play. Children develop creative scenarios as they use the pretend car wash, petrol station and hairdressers. They mark-make as they make appointments and pretend to wash each other's hair. They develop their physical skills through many interesting activities, such as turning on taps and exploring large areas of compost and sand with tools. However, there is a lack of climbing equipment to further extend children's physical skills.

All ages of children access a rich learning environment both indoors and outdoors as a result of the free-flow organisation. Waterproof clothing is readily available ensuring the outdoors is accessible in all weathers. Children are richly supported by staff who sensitively make suggestions and above all encourage children to take the lead in their play. Well-chosen questions that consistently promote their learning encourage children to resolve problems and find innovative solutions. This

enables the dedicated and highly-qualified staff to capitalise on children's interests and curiosity, so that all children grow in confidence as they are encouraged to explore and steer their own learning.

The learning potential of each child is skilfully unlocked through purposeful questioning and gentle encouragement. Children and parents have access to their learning journeys where their progress is carefully and accurately recorded. Planning is richly informed by each child's interests and preferred styles of learning. Parent observations of their child are thoroughly welcomed as these consistently contribute towards the highly-individualised planned activities and documented recording of their progress.

Children learn about the world around them as they grow and harvest their own vegetables in the nursery allotment, which is well supported by parents. They develop their physical skills extremely well through the use of small tools as they prepare vegetables for cooking and take pride in the resulting soup they make. Positive health is actively promoted when nursery routines are used to encourage children's understanding as they learn about washing their hands before meals. Children feel extremely safe as staff gently promote positive behaviour.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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