

Buttercups Community Pre school

Inspection report for early years provision

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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 Community Pre-School was established in 1992. The setting is run by a voluntary management committee. It operates from a mobile building in the grounds of the Meadow County Primary School in the village of Balsham. All children have access to an enclosed outdoor play area. The setting serves children and families from the local and surrounding areas. A maximum of 25 children from two to five years may attend the setting at any one time. There are currently 41 children on roll, all of whom are within the early years age group. The setting receives funding for early years education. Children attend for a variety of the sessions on offer. The setting is open on a Monday, Tuesday and Thursday from 9am to 3pm and on a Wednesday and Friday from 9am to 12noon.

The setting has procedures in place to support children with special educational needs and/or disabilities and for children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register. There are four members of staff who work directly with the children. Of these, three staff hold an appropriate level 3 qualification in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy their time at this vibrant, welcoming and child-friendly setting. Staff are highly motivated, work well as a team and have a robust understanding of the Early Years Foundation Stage framework. This ensures that children make excellent progress in their learning and development. Highly successful partnerships with parents have been established so that children's individual needs are fully supported. Staff practice is inclusive and this supports all children to actively participate in activities which meet their individual interests and developmental needs very well. The setting is led and managed by an enthusiastic and motivated manager who demonstrates a dedicated approach towards sustained and continuous development of the setting.

What steps need to be taken to improve provision further?

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

- improving opportunities for children to move freely between the indoor and outdoor areas.

The effectiveness of leadership and management of the early years provision

All staff have an up-to-date understanding of safeguarding issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place, together with effective procedures for the induction of new staff and volunteers. All staff are very competent and demonstrate an outstanding understanding of their roles and responsibilities. Detailed risk assessments are completed and cover all aspects of the indoor and outdoor areas. Staff routinely verify the identity of all visitors to the setting and have effective procedures in place for the safe arrival and collection of children. Children's health, safety and well-being are further enhanced by the effective maintenance of records and the consistent implementation of policies and procedures. The deployment of resources is good; for example, staff are successfully deployed to support the children's learning and welfare. The indoor environment is well-organised with clearly identified learning areas. Resources are clearly labelled and accessible. However, opportunities for children to flow between indoors and outdoors are limited during poor weather conditions. This does not affect children's ability to make excellent progress as they are consistently able to make choices about their own learning

The manager and staff are highly motivated and strive to improve practice at all times. For example, self-evaluation systems allow them to monitor and evaluate the quality and standards of their practice. The setting also seeks feedback from parents through the use of regular parent questionnaires. Parents' views and ideas are valued and acted upon by the manager. Recommendations made at the last inspection have been addressed and have had a very positive impact on outcomes for children. Weekly staff meetings provide valuable opportunities for staff to discuss planning, any practice issues and to identify any training needs. An excellent equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can regardless of their background. The manager has established effective links with other early years professionals at the host school and is currently developing links with other providers of the early years foundation stage. Consequently, this has a positive impact on children's future needs, helping them to settle and feel secure as they move into the school environment.

Partnerships with parents and carers are outstanding. Staff dedicate time getting to know children and their families through the effective settling-in procedures. These are flexible and tailored to meet each child's individual needs and specific requirements. Parents access a wealth of information regarding the group, and also see many beautiful examples of their children's work attractively displayed around the learning environment. Termly parents' evenings provide good opportunities for parents to meet with staff and discuss their child's progress and achievements. In addition, parents and carers are invited to take an active part in the life of the setting by being a parent helper or a member of the committee. Feedback from parents during the inspection was excellent. Several parents also commented that the setting is 'fantastic' and that 'communication is excellent'.

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

Children thrive in this vibrant, welcoming and child-centred environment. They have excellent opportunities to make choices about their own learning and play as they freely access a wide range of stimulating activities and resources. They relish daily opportunities to play outdoors. Children show good levels of independence, curiosity and imagination. Staff interaction is inspiring, as they ask open ended questions and effectively support children's learning as they play. Staff know the children very well and they observe and record information about their learning on a daily basis. Information is evaluated and used to inform future planning. On admission to the setting an 'all about me' form is completed with parents, which clearly demonstrates children's individual care needs. All children have a 'learning folder' which contains both written and photographic information of children's learning, achievements and records of their own work. These folders are shared regularly with parents and are available for parents to see at any time.

Children make excellent progress towards the early learning goals as they access a wide range of first-hand learning experiences. For example, they explore the natural environment as they hunt for mini-beasts, collect fallen leaves and plant fruit and vegetables. Their understanding of numbers is fully supported through everyday activities; they count how many children are present at registration time, identify numbers on the mobile telephone and count and compare bears. Children relate well to each other and to adults and are enthusiastic and eager to learn. They are developing a love for books. Groups of children confidently choose books and snuggle down on the soft cushions to enjoy looking through favourite titles with their friends. There was enormous excitement as the children listened to a story about dinosaurs. Children learn that print carries meaning as they register themselves on arrival and have many opportunities to develop their drawing and writing skills. They enjoy music as they join in with a range of songs and access a range of musical equipment. Children chuckle with delight as they sing 'head, shoulders, knees and toes' and try to keep up as the beat of the song gets faster. Their creativity is fully supported through access to a range of role play equipment, construction toys and writing materials. In the creative area, small groups of children have fun as they create wonderful designs with modelling materials. Children's physical development is very well supported as they skilfully pedal bikes, throw and catch balls and confidently negotiate the challenges of the trim trail equipment. They have good opportunities to explore their local community as they visit the post office to purchase stamps, enjoy completing 'floor rubbings' at the local church and observe the sheep in the fields.

Children's behaviour is excellent; they develop confidence and self-esteem and have an understanding of other people's needs. For example, they pass the basket of food around at snack time and invite their friends to share their picture books. They are aware of the Golden Rules, which are displayed and regularly discussed at circle time. These include 'we say please' and 'we are proud of ourselves when we try hard'. Children have a sensitive understanding of the wider world through discussion with staff, access to toys that are representative of diversity, and through planned activities and celebrations. For example, when celebrating Diwali,

children made lanterns and explored rangoli patterns. Children have a good knowledge of how to stay safe; they regularly engage in emergency evacuation procedures and are gently reminded to use equipment safely. Children are successfully encouraged to develop their own personal hygiene skills, such as independent toileting, and automatically wash their hands before snacks. They enjoy healthy snacks, such as cucumber, bread sticks and a variety of fresh fruit. They also have access to drinking water throughout the session. Staff ensure that children make an excellent positive contribution by encouraging them to be responsible. Overall, children demonstrate that they are acquiring excellent skills that will help them in the future and prepare them well for their transition into school.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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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