

Buttercups Nursery

Inspection report for early years provision

Unique reference number

EY266411

Inspection date

11/04/2011

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 Nursery was registered in 2004. The nursery operates from a purpose-built mother and baby unit, within Eastwood Park women's prison in Falfield, South Gloucestershire. There is an enclosed garden available for outside play with grassed and safety surfaced areas. The unit provides daycare for children aged from birth to 18 months. It opens on Monday to Friday all year round excluding bank holidays from 9am to 12 noon and from 2pm to 5.15pm.

The nursery is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. It is registered to care for 13 children under eight years at any one time, including 13 in the early years age group. There are currently nine children on roll aged from three to eighteen months.

There are two members of staff working with the children who both hold Level 3 equivalent qualifications in childcare. A third member of staff is employed as a part-time cook and relief assistant. The nursery is working towards the Bristol Standard Quality Assurance award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers a fully inclusive environment where babies and young children are fully supported to settle and be happy. Well developed knowledge of most aspects of required documentation for safeguarding helps to protect children's welfare. A good grasp of children's individual needs enables the caring, enthusiastic members of staff to effectively foster their development and learning. Ongoing links with parents encourage their participation in their children's care and increased involvement in their learning. An exceptional commitment to ongoing improvement means that many priorities for future development are effectively identified and acted upon, resulting in a service that is responsive to the needs of all families.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- update the written safeguarding procedures to include informing Ofsted of any allegation made against a person working or looking after the children at the premises. 18/04/2011

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

- review the nursery policy and procedures for complaints to provide parents with up-to-date information about the children's welfare
- extend monitoring systems to make sure children have maximum engagement in each area of learning.

The effectiveness of leadership and management of the early years provision

A clear and detailed operational plan underpins the nursery's work and provides most of the procedures and planning necessary for its safe and efficient running. The available policies reflect the nursery's provision and include most legal requirements though some details known to staff are missing from policies concerning safeguarding. In practice, babies and young children are well safeguarded, because of the staff's up-to-date knowledge and understanding of child protection procedures. For example, comprehensive risk assessments are carried out to enhance the safety of the children at the premises and on outings. Visitors are always accompanied and all staff are vetted to protect children.

Equality and diversity is fully promoted so that all families using the nursery are welcomed and their needs given the highest consideration. A wide range of resources reflects positive images of gender, age, disability and culture, including books, photographs and dolls. Good use is made of the spacious premises to offer babies and toddlers choices in their play. The deployment of staff is carefully considered to ensure that children are well supported and develop strong attachments to key people. High quality toys and equipment are well maintained by staff who clearly take a pride in their setting.

The partnership between staff and parents is good. Children receive the care and education they require through close, considerate liaison. Parents report of their immense satisfaction with regard to the information shared about children's progress and appreciate the efforts made to support them and their children. Sound systems are in place to link with any other providers delivering the Early Years Foundation Stage. The staff work substantially with agencies and other professionals involved in the care of individual children.

The staff are well qualified and continue to attend a wealth of training so they further increase their considerable early years knowledge. They work as a dedicated team as they are self-motivated and eager to maintain continuous improvement. They use successful methods of reflection and self-evaluation in which parents are encouraged to participate. These effectively help to identify the nursery's considerable strengths. Plans for the future are accurately targeted, including development of free access to the outdoors and parental involvement in children's assessment to further support their learning.

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

Babies and toddlers make good progress in their learning and development. This is because staff takes care to identify their individual needs and interests. They and use these effectively to plan and foster experiences that interest, stimulate and equip young children with skills for the future. Children confidently use their initiative to solve problems when exploring collections of fascinating objects and solving puzzles. As their key persons, staff knows the children and their families well. This, along with an extensive programme of observation, means that children's activities are regularly assessed to plan for their next steps and their progress is generally monitored.

All children achieve well in their learning and development as they persevere at their chosen play and develop good self-esteem. They are often challenged to be fully involved and to progress to higher levels in all areas of learning, particularly in communication, language and literacy. This is because children are well engaged in interesting conversations, in varied mark-making and in looking at interesting books they have chosen. They become engrossed when exploring a wide range of materials, including paint, foam, sand, snow and couscous. They develop good skills on challenging, indoor, physical equipment and in the garden where they help to tend growing plants.

Young children feel safe with staff and develop strong attachments to them. They enjoy their time in the playroom and settle quickly to their chosen play. Babies and toddlers are encouraged to discover their own safety boundaries; staff are always close to observe and intervene as necessary, for example, as they negotiate low steps and 'tunnels'. They become familiar with emergency procedures during frequent evacuation drills. Young children are well encouraged to adopt healthy lifestyles, spending time each day out of doors in the fresh air. They willingly follow hygiene routines, enjoy nutritious home-cooked meals and make healthy choices from a range of fruits for their snacks.

Young children have a positive approach to new experiences, including visits from a pet dog. Well organised, flexible routines help them to feel secure and confident. They demonstrate caring attitudes towards each other as they play, learning to share resources and taking turns, for example, with balls. Babies and toddlers regularly visit interesting places in the local community where they continue to learn to socialise, such as a library, supermarket, garden centre and café. With encouragement, they begin to be aware of boundaries and are soothed by the staff's warm, consistent responses.

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	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	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

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	2
The extent to which children make a positive contribution	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met