

Buttercups Day Nursery Ltd

Inspection report for early years provision

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Inspector Mandy Gannon

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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 Day Nursery Ltd was registered in 2007. It is privately owned by two directors and has an on-site manager. It was originally opened in 2002. The nursery operates from a detached building situated in Church Crookham, Fleet and is close to local infant and junior schools. The building has been especially adapted and has an enclosed outside play area. Internally there is a baby room, sleep room, soft play room and kitchen upstairs, with older children accommodated downstairs in rooms with low level dividers. Suitable toilet facilities are on both levels with the nursery office on the ground floor. Children attending come mainly from the local area. The setting is registered on the Early Years Register only and is registered to care for a maximum of 29 children at any one time. There are currently 52 children on roll, including 24 in receipt of government funding. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The group opens five days a week for 51 weeks of the year from 07:45 a.m to 6:00p.m. The group employ seven full-time and three part-time staff to work with the children. A cook is employed and the nursery has staff to cover absences. Overall, 10 members of staff work with the children, two members of staff hold a Foundation Degree in Early Year's, two have a level 4 and five have a level 3 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, secure and happy in a friendly, warm and caring environment. Staff work well together as an effective team and regularly review their practice. Children benefit from successful close working relationships with parents, carers and others in order to meet their individual needs and aid transitions. Staff know the children very well and effectively support them following their interests as they are actively involved in a wide range of activities. However, although some steps have been taken to meet the needs of children who have English as an additional language, further steps are needed to value linguistic diversity.

What steps need to be taken to improve provision further?

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

- value linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning in order to respect each child's cultural background (Organisation)

23/05/2011

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

- consider the privacy of the downstairs toilet area to improve the maintenance of privacy
- review the role of the key person system to meet the personal needs especially of babies and young children to enhance and develop a genuine bond and closer relationships.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected as relevant required policies, procedures and information are implemented and up-to-date. Rigorous recruitment and vetting procedures are in place. The manager is well organised and values her staff, promoting and supporting further development and training. The setting has a clear view of their provision and the enthusiastic staff team drive its success, developing ways for further improvement. Children benefit from a successful permanent, highly qualified staff team who work well together. Strong communication channels and regular meetings provide opportunities for staff and parents to contribute their views. Monthly meetings keep staff well-informed and updated with current issues. Staff have a thorough understanding of signs and symptoms of abuse and neglect and have an accurate understanding of the procedures to follow. The setting is safe and secure, children's safety is successfully promoted as a daily record is maintained of times of arrival and departure of children, staff and visitors. Although, the deployment of staff on occasions in the garden is not always monitored effectively. Daily checks and thorough risk assessments are completed, fire evacuations drills are regularly carried out and documented, and a new member of staff on the day of the inspection is aware of the procedures to follow through an effective induction programme. Action plans are in place and regularly reviewed to identify goals for further improvements. Staff follow parental requests and routines, such as nappy changing, meal and sleep times which are diligently put into practice, especially in the baby room. Although, children's personal hygiene is not carried out by their key person which would further promote the bond between them and the child. Staff are aware to maintain confidentiality, although due to the position of the downstairs toilets privacy for older children is not maintained.

Equality and diversity is reflected through a selection of books, posters and a limited selection of role play clothing and accessories. Staff have an accurate understanding of children's individual needs which are met well, activities and the environment are adapted and differentiated in order to meet their needs. However, although some steps including laminated pictures of events and routines have initiated support for children with English as an additional language in the setting, individual words and labelling to support their communication and value their linguistic needs is not in place to provide opportunities for children to develop and use their home language in their play and learning and enhance respect for each child's cultural background. Children benefit from a broad range of suitable age appropriate resources inside and outside which cover all the areas of learning which they freely access from clearly labelled boxes.

Children benefit from strong, successful partnership with parents, carers and others. Parents' verbal and written comments highly praise the setting and one parent stated 'they go above and beyond their job role'. Effective communication verbally, through day sheets, newsletters and regular parents evenings share events and involve and encourage parents to contribute to their children's learning. Information evenings hosted by staff share the experiences of their child in a day at the nursery, how they learn relating to the Early Years Foundation Stage (EYFS) and include the food the nursery offers and portion sizes. The setting has good links in the community and effective procedures are in place for sharing information with other setting children attend. Contact with local children's centre's has been established and some teachers from local schools have visited aiding smooth transitions onto school.

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

Children play an active role in the setting as they follow their interests and freely access toys and resources making choices and decisions. Staff support children well and are aware of individual needs, toys are regularly changed especially in the baby room in order to maintain interest. Children enjoy and enthusiastically explore and investigate in the outside area in all weathers; they dig in the soil and find insects, they fill holes with water and jump into the puddle and successfully build with crates, pallets and bricks. Although, the outside area is not used to its full capacity as timetabled periods and the tidying up of activities at the end of the set time restrict some free expression as children do not move freely between the indoors and outdoors.

Children feel safe and secure in a setting where they are well supported and their individual needs are highly valued. Children develop an understanding of how to play safe as staff remind them to look out for their friends. Children develop a healthy lifestyle as they are provided with a nutritious, balanced diet which is prepared on the premises and adapted by the cook in order to meet individual requirements. Children freely access water throughout the day and are reminded to drink frequently as it is hot, they wear appropriate clothing and protection as they access the garden and fresh air all year round. Effective hygiene procedures and practices minimise the spread of infection. Children are developing their understanding of sustainability as they have begun to use compost from vegetable and fruit peelings in the garden and there are facilities for recycling.

Children display a strong sense of belonging and show pride in their work as they identify pictures of themselves on their pegs, cups and work which is displayed. Although, some boards and displays are too high for children to fully appreciate. Children are confident communicators and speakers and babies successfully communicate their wishes through gestures and actions which staff skilfully interpret. Children benefit from many opportunities to mark make with a variety of materials both inside and outside. For example, as they use water and paint brushes to mark on the paving slabs, make marks with chalks on the chalkboard

and make patterns with their fingers in shaving foam. Children have regular opportunities for problem solving developing children's understanding of number, shape, size and position. For example, they offer pancakes they have made to others and count how many they can have, complete puzzles and build steps with crates. The use of information and communication technology is evident throughout the setting as babies investigate toys, pushing buttons and levers successfully developing their understanding of cause and effect. Children confidently and competently access a new computer with suitable programmes in the pre-school room. Staff skilfully extend children's learning as they know the children well and are aware of their individual needs through the regular observations and assessments they make on the children's progress precisely identifying the next steps in their learning.

Children build strong relationships and friendships with the adults and other children in the setting. Behaviour in the setting is good where children are aware of clear, consistent boundaries and show an awareness of responsibility and enthusiastically participate in helping one another to tidy up.

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	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	2
The extent to which children develop skills for the future	2

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