

# Buttercups Ealing Broadway

Inspection report for early years provision

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**Unique reference number** EY428485  
**Inspection date** 13/10/2011  
**Inspector** Christine Bonnett

**Setting address** Buttercups Day Nursery & Montessori School, 9 Florence Road, Ealing, LONDON, W5 3TU  
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**Type of setting** Childcare - Non-Domestic

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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 Ealing Broadway is one of seven nurseries run by Buttercups Nursery Limited. It was registered in 2011. Buttercups nurseries have been established since 1980. The nursery operates from seven rooms within a four storey House in Ealing Broadway, in the London borough of Ealing. A lift is not available. A maximum of 60 children may attend the nursery at any one time. It is open each weekday from 8am to 6pm all year. Children have access to a secure enclosed outdoor play area.

There are currently 61 children aged from three months to five years on roll, some in part-time places. The setting is in receipt of funding for the provision of free early education to children aged three and four.

The nursery is registered on the Early Years Register. It follows the HighScope principles. The nursery employs 15 staff, all of whom hold appropriate early years qualifications. The manager has Qualified Teacher Status and Early Years Professional Status.

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

Overall the quality of the provision is good.

The nursery offers an inclusive service as it works successfully with parents to meet the individual needs of all the children. Overall, learning is planned and promoted well in each area, resulting in children making good progress towards the early learning goals. The setting understands the importance of continuously developing practice to enhance outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- provide soft play materials and equipment for younger children to encourage tumbling, rolling and scrambling over and through
- create an environment that is rich in signs and words that take into account children's different home backgrounds and cultures.

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

Safeguarding children has high priority. Robust recruitment procedures are in place

to ensure all adults working with the children are suitably checked. Staff have a good understanding of the safeguarding policy and know what action to take should they have concerns about a child. Risk assessments of the premises and outdoor area are conducted and reviewed appropriately to identify and minimise all potential hazards. As the nursery ranges over four floors, staff are vigilant about ensuring stair gates are closed firmly at all times to prevent injuries. They also help children to learn how to keep themselves safe; by adopting the precaution of always having at least one hand in contact with the banister rail at all times when going up or down the stairs. Children also participate in routine emergency evacuation drills.

The provider and manager are both fully committed to continuously evaluating and developing the existing good practice of the nursery. Together they effectively communicate their ideas and plans for the future to their motivated staff team. Staff are involved in the self-evaluation process, and the parents also contribute their suggestions for development by completing questionnaires. All comments are welcomed and considered by the management team. Current developments include adapting how observations and assessments of children's learning are recorded in order to demonstrate more clearly to parents how their child is progressing.

The positive relationships established with parents contribute significantly towards the ongoing well-being of the children. Parents are welcomed into the nursery and invited to share all relevant information about their child to ensure consistent and appropriate care is provided. Parents are also invited to attend a review every three months to discuss their child's developmental progress and to ensure that their needs continue to be met. Information displayed in the hall each day and 'home link' books also help keep parents well informed about how their child has spent the day. At inspection, several parents stated they were very pleased with the standard of care their children receive at the nursery. Although they particularly value the contact they have with their child's key person, they also acknowledge that all staff are helpful and supportive. The nursery is aware of the need to liaise effectively with all other parties involved with the care and education of the children to ensure the best possible outcomes are achieved.

Equality and diversity are actively promoted. Children are valued as unique individuals and the positive relationship established between the parents and the child's key person ensures that they are well looked after. Children learn about diversity within society and the wider world through the resources they access, such as books, a map and globe. 'International Days' are also held in which children and staff wear outfits associated with their backgrounds and customs. Major faith festivals, such as Christmas and Diwali are acknowledged and enjoyed by all. However, the nursery lacks signs and labels in different languages to help children learn to value and respect their own and others' backgrounds and cultures.

The nursery rooms are well resourced with play materials and are conducive to children's learning. Children's independence is promoted as they are able to self-select items of their choice. The room used by the youngest children is a designated 'no shoe' area. Consequently, the carpet remains clean and enables babies to lay and crawl on the floor with no obvious risk to their health. Although

equipment is available to support crawling babies to stand, it is generally all at low level and does not encourage mobility or provide physical challenge to toddlers. All furniture and play equipment is clean and in good condition, supporting the sustainability of the nursery.

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

Children enjoy their play and become active learners as they eagerly engage in a variety of adult-led and child-initiated activities. The learning journals maintained for each child contain photographs and observations of the children playing, and include examples of their work and tracking sheets to monitor their progress through the Early Years Foundation Stage. Children develop the skills to support their future economic well-being. Mark-making materials are available in each room, such as chalk, paint and pencils. Books are well used by staff both indoors and out to promote children's language and thinking skills. Phonics are also used to promote language and literacy. Children match and sort colours and join in with number rhymes to develop numeracy skills. Information and communication technology equipment is also available to enable children to learn essential skills before starting school. Staff's enthusiasm enables children to have great fun as they learn, such as looking at mini beasts through magnifying glasses in the garden.

Children learn the importance of adopting healthy lifestyles. Older children fully understand the potential consequences of not washing their hands before eating, and why they need to clean their teeth regularly. Participating in project work helps them learn which foods contribute towards staying well, and which to avoid. Fresh meals are prepared on site and offer a balanced, nutritious diet that takes account of individual dietary needs. The large back garden offers children plenty of opportunity to enjoy and benefit from physical exercise. They create their own games as they clamber along the climbing frame with their friends, cycle, or generally run around.

Children behave well because they learn the routine of the nursery and what is expected of them. The nursery adopts the HighScope principles of enabling children to resolve problems themselves using positive methods. This ethos enhances children's self-esteem and confidence. All children are cared for with warmth and kindness. Babies are cuddled as they take their bottle feeds, and good eye contact is given. Consequently, children develop a sense of security and well-being because they know they are valued and have their needs met.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's engagement with parents and carers	2

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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