

Buttercups at Isleworth

Inspection report for early years provision

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Buttercups Day Nursery opened in 1988 and re-registered in 2011. The nursery operates from the ground floor of the Explorers Club in Isleworth, in the London borough of Hounslow. It is one of seven nurseries run by the Buttercups Nurseries Ltd. There are two play rooms, one of which is a baby room. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register and a maximum of 49 children may attend at any one time. The nursery is open each week day from 8am to 6pm all year round, except for bank holidays and three days at Christmas.. The nursery support children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 68 children on roll. Of these, 16 children receive funding for nursery education. The nursery employs 13 staff. All of the staff hold appropriate early years qualifications. In 2007 the nursery received accreditation by the Pre-school Learning Alliance. The nursery practices the High/Scope approach.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The motivated and ambitious staff are highly productive and have created a safe, stimulating and inclusive environment. Staff are dedicated to making sure that the needs of all children are met. This is supported by the highly effective partnerships with parents, local schools and other agencies. Overall, the excellent systems for self-evaluation means the capacity for continual improvement is exceptionally strong. This has enabled the nursery to reach a very high standard of care and education. As a result, all aspects of children's welfare and learning are very successfully promoted.

What steps need to be taken to improve provision further?

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

- developing the garden to include more growing opportunities and introducing sign language to the children.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues amongst the staff who

receive regular safeguarding training. Children are well protected through the close vigilance of staff and detailed risk assessments that help minimise the risk of accidental injury. A robust vetting procedure checks the suitability of staff thoroughly and new staff are monitored closely during induction. All the required records are well maintained and the effectively deployed staff are clear about their roles and responsibilities. Exceptional organisation enables the nursery to offer an extensive range of play resources. This is extremely impressive as the nursery does not have sole use of the premises and have to pack away everything everyday. The leadership has a clear sense of purpose about what it is they want to achieve and have built a committed team. Staff are greatly valued which means morale is good and the atmosphere is one of mutual respect. Investment in staff development and training along with highly reflective practice has a significant impact in bringing about sustained improvements. Parent's opinions are very important to the staff and inform the nursery self-evaluation. For example, the menu was improved to include a hot meal at tea time for all the children and healthier deserts as a result of a parent's suggestion.

The staff places the promotion of equality at the heart of all they do. There is an abundance of positive imagery within the play resources and displays around the nursery helping children to embrace differences. Parents and children are welcomed in a variety of languages, and pictorial communication is used routinely. However, sign language has not as yet been introduced to the children. The diverse group of staff speak a variety of languages. This is extremely useful in supporting children's home language development and liaising with parents. Consistent and inclusive systems of communication with all parents and carers, including those who speak English as an additional language, result in excellent partnership and engagement. Parents are exceptionally well-informed of their children's progress through daily chats, daily written information, newsletters, and regular consultations. Staff are highly committed to working in partnership with parents, other professionals and other providers involved in the delivery of the Early Years Foundation Stage to support children's progress. The staff take a lead role in establishing effective working relationships. Parents are very happy with the service provided and comment on the "safe, open plan play space" supporting their children to make "choices in their play". They report that the "great key worker system" and "friendly, approachable staff" have enabled their children to settle well. Parents appreciate the "excellent progress" their children are making and how the "calm and organised" staff support children to be "very well behaved".

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

Children play a dynamic role in their learning, offer their ideas and respond to challenges with enthusiasm. They are learning to reflect on their experiences when they review what activities they participated in at the end of each session. Children have control over what they want to participate in which increases their

motivation, making them eager to learn. Assessment through high quality observation is rigorous. This is used well to guide planning which is tailored to each child's needs through effective partnership with parents. Children show a strong sense of security in the nursery. They confidently access equipment and handle tools safely because they have been given guidance and practise this frequently. The staff manages children's behaviour consistently, and skilfully support them to resolve conflicts positively. As a result, children are developing good social skills, respect each other and their behaviour is exemplary. High quality and consistent interaction helps the children to gain an extremely secure sense of belonging. Children follow excellent hygiene routines such as brushing their teeth after meals. They wash their hands with liquid soap and use paper towels to reduce the risk of the spread of infection. They understand that they are washing away the germs because "if we eat germs, we might get sick". Children are developing an excellent understanding of healthy lifestyles because they are offered a well-balanced diet, with meals cooked each day from fresh ingredients by the nursery cook. She ensures that the dietary requirements of every child are met. Children talk about foods that are good for them, prompted by the activity in the role play area of cutting up real fruit. Children have a good understanding of their own bodies and say "when you breathe it goes through your windpipe" and "if you run fast your heart works faster and beats fast". Daily access to a well-resourced outdoor play area promotes children's physical health and overall learning and development. However, the garden is currently being developed as it does not fully exploit opportunities for children to grow and care for plants.

An excellent balance of adult-led and child-initiated learning experiences are provided. Staff works alongside children exploiting opportunities to make them think. While children experiment in the "creative area" staff asks questions such as "what happens if you mix those colours together", and "what shape does that brush make". This extends the children's learning. Staff engages children well and sustain their interest at story time with excellent use of play props. The children know the stories well, participate enthusiastically and predict what's coming next. Their self-esteem is nurtured when staff praises their knowledge and listening skills. Staff use innovate methods to support children to learn through their senses. For example, while they sing a song about a spider, staff floats a yellow piece of material over their faces to represent the sun and spray them with water to represent rain. The children sing the song in English and in Hindi, they laugh heartily, thoroughly engaged. There is an excellent range of resources and learning experiences to develop children's understanding of problem solving, reasoning and number. They play games with dice and skilfully count out the corresponding number of objects. Children compare, count, match and sequence objects according to shape, size and colour. Number songs support their growing understanding of simple calculation and the excellent use of props reinforces this visually. Children have ample opportunities to become independent, for example, by serving their own food. They learn to be responsible when they clear away their plates. Babies respond positively to the affectionate attention of the staff caring for them. Their well established routines that correspond with home support their needs extremely well. They confidently explore their surroundings, respond with pleasure to music sessions and laugh often. Loving and caring relationships with the children are evident. The staff intuitively attend to the children's needs both

physically and emotionally, ensuring they feel safe and secure.

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	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

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	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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