

Country Buttercups

Inspection report for early years provision

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Inspection date

20/12/2011

Inspector

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Setting address

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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*.

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.

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Description of the setting

Country Buttercups has been registered since 2011. It is a privately run nursery operating from the Scout Hut in Brede, East Sussex. The nursery has full use of the facilities including a hall, a smaller room, the kitchen and toilet facilities. There is also a garden available for outdoor play.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to provide care for a maximum of 18 children under eight years of age. The nursery currently offers care for children from three months upwards and has 11 children on roll, all of whom are in the early years age range.

There are currently two members of staff employed to work with children, both of whom hold appropriate early years qualifications. This is sufficient to care for the number of children currently attending each session and there are plans in place to recruit additional staff as numbers increase.

The nursery receives funding for the provision of free early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have a great deal of fun and make good progress in all areas of their development as a result of the care and attention given to meeting their individual needs. This includes the good consideration given to supporting children with special educational needs and/or disabilities as well as those who speak English as an additional language. Overall, systems are well organised although this is not always fully reflected in the maintenance of written records. Children benefit from the positive partnerships maintained with their parents, carers and other professionals. Effective arrangements are in place to identify the strengths and weaknesses of the provision and to promote continual improvement.

What steps need to be taken to improve provision further?

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

- review the organisation of some art and craft activities to offer more consistency in the opportunities and encouragement for children to explore and share their own thoughts and ideas
- improve the clarity of the records of consent provided by parents and carers for the administration of non-prescribed medication to ensure that these are clear to anyone who may need to refer to them.

The effectiveness of leadership and management of the early years provision

Children are protected by rigorous health and safety procedures. Risk assessments are undertaken of the premises and the activities offered and a camera is fitted to the entrance to identify any visitors to the nursery. One member of staff takes lead responsibility for child protection and has attended training to support her in this role. The nursery maintains all of the contact details required to refer any concerns about children's welfare.

The two nursery owners work jointly as managers of the provision and share equal overall responsibility whilst also recognising and utilising their individual areas of strength. Systems and working practices are well thought out and generally very efficient. All required written records are maintained and, with the exception of the medication form, these are clear and well maintained. Parents and carers provided information regarding the medication and treatment that can be given to their child in case of an accident. However, whilst staff are currently able to recall the details for each child, the forms used to record these parental consents are confusing and open to misinterpretation. This means that they do not provide a clear record to be referred to in the future, for example when additional staff are present.

Very good arrangements are in place to monitor children's progress and plan for their next steps. Future goals are shared and agreed with parents and carers to support consistent, coordinated care. Children generally gain great benefit from the very caring and supportive interaction of staff. They trust them to provide experiences which are fun and so join in enthusiastically. There are occasions when the staff plan exciting arts and craft activities to produce items to be taken home or to be included in displays. There is a tendency at these times for staff to offer slightly too much guidance about the intended outcome and therefore children are not fully encouraged to explore their own ideas. However, overall children receive a very good level of support to explore and investigate independently and ideas that they express are very positively received.

The nursery has begun an effective process of self-evaluation and, as a result, has clearly identified areas for improvement. The views of parents and carers are sought through informal discussions and more formal review events. Children's views are also frequently sought by staff and used to influence all aspects of the provision.

The play environment is attractive and very child-centred with a good range of toys and resources thoughtfully organised to enable children to select items independently. Space is well organised to allow them to move around safely and to provide a good deal of room for each activity.

The individual personalities and preferences of each child are recognised and respected as are their cultural and religious backgrounds. They take part in a range of activities and celebrations to mark a range of different festivals and special days and are provided with books and toys which positively reflect

diversity. Effective arrangements are in place to work with children with special educational needs and/or disabilities and families for whom English is an additional language.

Parents and carers receive a good range of written information about the nursery and their child's progress. This includes specific information about the child's care and development, the activities they have taken part in, their toileting, and what they have eaten. Appropriate arrangements are also in place to work with other professionals and to share information with other childcare providers involved in delivering the Early Years Foundation Stage to the children.

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

Children are extremely settled and happy, forming positive and very trusting relationships with the staff. They demonstrate a very good knowledge of the boundaries and routines in place and move safely and sensibly around the nursery. Children are beautifully behaved, friendly and sociable. They are given excellent levels of support and encouragement to understand the importance of being socially responsible, helping to tidy away toys and to be respectful to the needs of others. They display superb table manners and politely remember to say 'please' and 'thank you' following the good role modelling of staff. These skills, along with their developing confidence to make choices and decisions very effectively equip children to cope with many of the challenges of the future.

Children take an active part in much of the organisation of the nursery and are very confident in expressing their views and making suggestions. They readily join in the good humoured banter, for example casually offering 'worms' as an idea when asked what they would like to see on the new desert menu. Their views are generally well respected but on this occasion it was agreed that melon would be a more suitable option. Many charming conversations can be heard throughout the nursery, most of which start seriously and end up fanciful. As a result of these experiences children are developing very sophisticated senses of humour and can frequently be heard laughing happily.

Children's communication skills are developing extremely well and they use very expressive language to support their play and engage with the staff and their peers. They enjoy listening to stories read but staff and enthusiastically explore new words such as 'ridiculous', repeating it and playing with the sound. Children are also very well supported to practice their mark-making and writing skills and are beginning to form recognisable letters.

Overall children's creative development is very well fostered with lots of wonderfully imaginative child-initiated role play taking place throughout each day. When playing doctors they adopt soothing voices as they treat 'poorly patients' suggesting that they 'will need to lay down and have a rest'. Their generally high levels of interest and engagement in activities also support them to develop their knowledge and understanding of the world including animals and the background

to events such as Christmas. Good focus is also placed on promoting children's physical development and they enjoy regular opportunities to explore the outdoor environment to engage in ball games, ride on tricycles, run and climb whilst also benefitting from the fresh air.

Excellent arrangements are in place to promote children's good health and to teach them about the importance of adopting healthy lifestyles. They enjoy extremely nutritious snacks and home cooked meals all planned to reflect their individual dietary requirements and preferences. A lot of discussion takes place regarding food and children are well informed about the ingredients of the meals that they are enjoying. They are also very knowledgeable about which foods are good for them and which should be eaten as treats. Children are also developing very impressive personal care skills, routinely washing their hands after using the toilet and before sitting down to eat. Parents and carers express their gratitude for the support given for potty training and the very successful strategies used.

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	1
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