

Buttercup Preschool

Inspection report for early years provision

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EY435284

Inspection date

19/01/2012

Inspector

S Campbell

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.

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

Buttercup Preschool registered in 2011 and is privately owned. The preschool operates from a single storey, purpose built portacabin. The setting is located within the grounds of Barking and Dagenham Adult College in Dagenham, Essex. All children share access to a secure enclosed outdoor play area.

A maximum of 26 children from two years to under eight years may attend the setting at any one time. There are currently 70 children on roll and children attend a variety of sessions. The pre-school provides care for children whose parents attend the adult college and the local community.

The pre-school is currently in receipt of funding for the provision of free early education to children three and four. The setting supports children with special educational needs and/or disabilities and children with English as an additional language.

The setting is open each weekday from 9.30am to 12 noon and 12.30pm to 3.00pm Monday to Friday term time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The pre-school employs four members of staff. All staff including management hold appropriate early years qualifications at level 3. The setting receives support from the local authority and Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners know all children well to ensure they are supported and no child is disadvantaged while in their care. Through ongoing discussions and an effective key worker systems parents are kept informed of children's play and progress. Most documentation is well maintained to promote children's welfare. Overall, the setting works well with external agencies to effectively support all children's care, learning and development. In collaboration with the processes for self-evaluation action plans and realistic targets are implemented, which demonstrates commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain an accurate record of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register)

26/01/2012

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

- maintain resources to help children find out about and learn how to use information technology to support their learning
- develop procedures to ensure continuity and coherence for children who receive education by sharing relevant information with other settings to effectively support children's learning and development.

The effectiveness of leadership and management of the early years provision

Practitioners have a good understanding of child protection issues and procedures which promote children's welfare while in their care. Practitioners' knowledge and understanding is further underpinned because all staff have attended child protection training. Children's welfare is further promoted because daily risk assessments of areas used by children are undertaken. Most documented is well maintained and ready for inspection. However, current systems for recording children's hours do not fully take in to account those children who arrive after the intended opening and closing time.

Practitioners work well as a team. They have designed roles and responsibilities, which effectively contribute to the smooth running of the setting. There are safe recruitment procedures in place to support children are cared for by suitably qualified and vetted staff. Management actively encourage practitioners to undertake ongoing training, which supports good outcomes for all children. The setting effectively supports children with special educational needs and/or disabilities. From the outset information is obtained about children's individual needs and background, which promotes inclusion. Practitioners work well with external agencies involved in children's care. They ensure specific programmes of work are undertaken through everyday routines to effectively support children's learning and development.

Practitioners have developed good relationships with parents. They are kept well informed of current topics, activities and the Early Years Foundation Stage Framework through good displays. Some links have been made with other early years providers through the use of a communication book. However, links with all early years providers have yet to be fully established. Children have access to a varied range of resources and equipment enabling them to be challenged and interested. They are readily accessible which allows children to makes choices about their play. Children learn about their own cultures and beliefs, and those of other people through well planned discussions, books, trying different foods, resources and the celebration of festivals. This allows children to develop a good understanding of similarities, differences and the wider community in which they live in.

Effective self-evaluation takes place to promote good outcomes for children. Subsequently the setting has implemented a number goals, for example a rolling

snack system, numbers are displayed outdoors, developed mark making opportunities and developed children's understanding of the 'golden rules'. This demonstrates commitment to providing good learning opportunities. Throughout the year the setting will also be working towards developing other areas. For example through staff training, developing the use of the 'speech and language' pack and obtaining parental feedback through the use of questionnaires.

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

Children have developed good relationships with practitioners and as a result they are happy and settled in their environment. They are cared for in a safe and secure environment because practitioners are well deployed. This means while playing in the garden they are able to take safe risks. Children enjoy going down the outdoor ramp on wheeled toys, for example tricycles and scooter. Practitioners effectively extend children's play and learning by using the activity to reinforce taking turns and road safety awareness. This is carried out by using a lollipop sign enabling children to play stop and go and act out real life situations, for example a lollipop person and drivers. Children are well behaved and polite. They are aware of the 'golden rules' and are able to recall them to adults and their friends.

Overall, children take part in a varied range of outdoor activities, which effectively contribute to a healthy lifestyle, for example Little Rhyme Makers. They enjoy playing with an assortment of musical instruments to action songs, for example shakers, triangle, rain makers, xylophone and tambourine. Children benefit from working cooperatively when playing with the parachute. They also enjoy hiding under the parachute to the song 'where are all the children'. Children's good health is further promoted because they receive healthy snacks, which mainly consist of a varied range of seasonal and exotic fruits, such as mango, melon, strawberry, kiwi and banana. While having snacks, practitioners effectively use this as an opportunity to talk to children about where milk comes from and that water is healthy. Children's well-being is promoted well because regular fire drills are undertaken. This helps children become familiar with the procedures in the event of an emergency evacuation.

Children enjoy a broad range of practical activities and use free play to promote an understanding of measurements, number, problem solving and size. They spend time attempting to draw lines with a ruler, using measuring jugs when engaging in messy play and count how many cups are needed at snack time. This helps children to develop simple numeracy skills. Practitioners obtain detailed information about children's starting points, home language and 'my essential first words'. This allows practitioners to effectively build on what children already know, aid communication and promote an inclusive environment. Profiles are in place for all children and practitioners carry out systematic observations. Observations identify what children can do and next steps. This means practitioners are able to effectively track children's progress and learning towards the early learning goals. Practitioners also evaluate planned activities, which mean some activities are repeated to effectively extend children's learning.

Children are beginning to show an interest in living things because they benefit from taking part in growing activities, for example pansies. Children take pleasure in using programmable toys. However, the computer is currently not in working order. Children are cared for in a clean and well maintained setting. Through everyday routines practitioners gently remind children to wash their hands at appropriate times. This effectively minimises the spread of cross infection. Children are also reminded to throw their tissue in the bin and they inform adults it is because it has bogeys on it. Children are confident communicators. Younger children are beginning to recall songs from memory, for example Wind the Bobbin Up and Roly Polly. Children have good opportunities to make marks for a purpose, such as attempting to write their names on artwork and while playing with the basketball net they take scores using the chalk board.

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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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 26/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 26/01/2012