

# Buttercups at Chiswick

Inspection report for early years provision

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**Unique reference number** EY428455  
**Inspection date** 07/03/2012  
**Inspector** Deborah Jane Orchard

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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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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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## **Description of the setting**

Buttercups Nursery, Chiswick is part of a small group of nurseries, which began in 1980. The nursery registered as Buttercups nursery in 1991 and re registered as a limited company in 2011. It operates from eight rooms in a semi-detached house in a residential area of Chiswick, in the London Borough of Hounslow. A maximum of 31 children aged from birth to under five years, may attend the nursery at any one time. Children attend for a variety of sessions. There are currently 40 children in the early years age range on roll. The nursery is open each weekday from 8am to 6pm, for 51 weeks in the year. All children share access to a secure enclosed outdoor play area. There are currently 40 children on roll. The nursery provides funded early education for three- and-four-year olds. Children attend from the wide catchment area. The nursery supports a number of children who speak English as an additional language. The nursery employs nine members of staff, including the manager and all hold appropriate early years qualifications. The manager and deputy are qualified to level four. The nursery incorporates the Montessori and HighScope philosophy. The nursery is registered by Ofsted on the Early Years Register.

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

Overall the quality of the provision is outstanding.

Children are progressing extremely well. Overall, they are able to engage in an exciting range of activities, which support them in all areas of their learning and development. The nursery is very well organised to meet the needs of children attending. The highly committed team work very effectively together, providing an inclusive environment that welcomes all children. The management and team are very proactive, fully embracing continuous improvements to enhance the service they provide.

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

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

- providing regular opportunities for children to use large apparatus that is challenging and interesting.

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

The staff have a highly secure understanding of safeguarding issues. Regular reviewing and testing of their knowledge and understanding of the safeguarding policy and procedures, means children are able to be well protected. There are

rigorous vetting procedures. Identification tags are worn, quickly alerting others to anyone who is currently not able to be left unsupervised. Thorough risk assessments are carried out, enabling children to remain safe within the setting. All staff hold first aid qualifications, helping to protect children's welfare. An excellent range of policies and procedures underpin practice, supporting the team in providing an excellent service.

The nursery is lead by a highly professional and supportive manager. The whole team has high aspirations for the quality of care and education they provide. Regular training and reflective practice enhances staff knowledge and understanding of their role. Excellent self-evaluation enables the nursery to clearly identify areas of strength and recognise how they can drive further improvements. The views of staff, parents and children are highly considered to help shape the service they provide.

The environment is very well organised, providing opportunities for children to move around freely and make choices in their play. For example, children have a wonderful time playing in the imaginative playroom, where they make decisions regarding how this is set out. Older children enjoy moving to their restaurant area for lunch, where they enjoy sitting at attractively covered tables to eat. The environment is very inclusive, enabling children and adults to feel very comfortable and relaxed. All the toys and resources are in excellent condition and easily accessible, enabling children to make independent choices. There is an extensive range of resources available to promote children's understanding of diversity. Equality and diversity is celebrated through recognising festivals and participating in a variety of activities, which helps children develop respect and understanding of others. The nursery provides very good support for children who speak English as an additional language. The team includes staff who have knowledge of other languages and skills in using a sign language. Staff learn key words and support children very well, enabling them to express their needs and be understood.

Staff give high priority to establishing very positive partnerships with parents. This enables children to settle well and feel really secure in the setting. The staff are readily available to talk to parents each day. Parents are extremely involved in children's learning and development, having access to their child's individual profiles and attending planned review meetings to discuss the progress their children make. The nursery welcomes parents' input. They provide forms for parents to include their views and ideas, which they incorporate into the individual plans for the children. A wealth of information regarding how the nursery operates is on display. This includes staff details and information about the activities along with a suggestions box. Written and verbal feedback indicates parents are extremely happy with the care and support their children receive. The nursery has excellent and effective links with other agencies that also support children who are attending, this enables continuity of care. Staff support children's transitions extremely well, building links with local schools and providing information for other settings to support children in their journey.

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

Children are having a wonderful time in this high quality environment. They receive a great deal of attention from the warm and considerate staff. As a result, they feel very settled and happy in this inclusive nursery. The staff have a highly secure knowledge and understanding of the Early Years Foundation Stage. They effectively incorporate aspects of the Montessori approach to learning and HighScope philosophy. This enables them to provide rich learning experiences, which stem from children's interests. Staff gather information from parents, regarding the child's individual starting points. They use this information and observations made to identify individual steps in each child's learning. Planning is very much guided by children's individual interests. Records of children's development is kept in their individual profiles, alongside photos and examples of their work. These show children are making excellent progress in their learning and development.

Children spend their time purposefully, fully engaging in their chosen activities. The staff provide a very good balance between adult-led and child-initiated activities. Staff are skilled in supporting children effectively, they intervene when appropriate, whilst giving children the space to think and create their own ideas. They problem solve and count during daily activities. For example, they work out how many children like the fairy lights on or off, calculating the difference between the two groups. Children of all ages are very confident and inquisitive. They show great interest in how things work and why, exploring the electronic toys, phones and key boards. They have regular access to the computer and have great fun as they copy their individual pictures. This helps to develop their skills for the future.

Younger children move with confidence, they have a fabulous time crawling under large sheets of foil, they jump up to reach these and delight in hearing the rustling sounds this makes. They watch with interest as they see liquids move around in bottles and listen carefully to the different sounds the shakers make. They enjoy feeling the texture of the 'grass man' they have been growing and take turns to brush his hair. Children's behaviour is excellent, clearly understanding the boundaries and expectations of the nursery. They share, take turns and are encouraged to use good manners. The staff are highly positive role models, talking politely and calmly to children and adults.

Children learn about the natural world as they grow and plant in the outdoor area. Children have great fun as they use real vegetables in their play shop. They make books about their pets and talk about the birds and cats they see from the window. They watch what happens to coloured ice cubes in the water tray. Children are developing excellent communication skills. They are very confident speakers, chatting in small groups and contributing at circle time. They are able to express their wishes and ideas, such as inviting adults to come and watch their puppet show. They have great fun as they retell popular stories, using the puppets as props. Children have lots of opportunities to be creative, becoming fully engrossed in painting and proudly show their pictures to adults. They are able to feel good about themselves as staff praise their achievements, showing interest in

their work.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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

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