

Buttercups at Syon Park

Inspection report for early years provision

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Inspector	Carol Willett

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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 at Syon Park first opened in 1993. It is one of several nurseries that first opened in 1980 and still run by original owner. They reregistered as Buttercups Nursery Limited in 2011. The nursery operates from a detached building within the grounds of Syon Park in Brentford in the London Borough of Hounslow. Children aged under two years are situated on the ground floor. Access to the upper floor is by a staircase and children from two to five years use this floor. Children are situated in four age related base rooms. Children have access to two secure outdoor areas.

The setting is registered on the Early Years Register. A maximum of 52 children in the early years age range may attend the nursery. Of these, no more than 18 may be aged under two years. There are currently 62 children on roll who attend a variety of different sessions. The nursery supports a number of children who learn English as an additional language and children with special educational needs and/or disabilities. The nursery receives free early education funding for children aged two, three and four years. The nursery is open each week day from 8.00am to 6.00pm. The nursery closes for all bank holidays and one week over Christmas.

The nursery employs 10 members of staff including the manager, all of whom hold appropriate early years qualifications. The manager has Early Years Professional status and she and another member of staff have an early years degree. In addition, the nursery employs a cook and cleaner. The nursery receives support from Hounslow Early Years team. They are accredited through the Preschool Learning Alliance quality assurance. The nursery incorporates practices from the Montessori and HighScope philosophy.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely confident, play very happily and make excellent progress overall, in a well-run, highly stimulating environment. Staff have a clear understanding of children's individual needs through the excellent working relationships with parents and other carers. The staff team work exceptionally well together to provide an inclusive and supportive learning environment for all children. Strong leadership and excellent systems for ongoing monitoring and self-evaluation provide a strong capacity for continual improvement.

What steps need to be taken to improve provision further?

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

- introducing number labels in the outdoor environment.

The effectiveness of leadership and management of the early years provision

Children stay safe as staff have a very comprehensive awareness of safeguarding. All complete regular training. The safeguarding information board in the entrance promotes safeguarding procedures extremely well so all are aware of their responsibilities. Staff closely supervise children at all times and security is excellent. The premises are securely fenced and a coded gate limits access to the nursery. Staff complete thorough daily and annual risk assessments and take highly positive steps to minimise hazards. This helps enable children to be extremely safe and secure. The robust vetting and induction procedures mean staff are well qualified and very suitable. The management team support staff extremely well and ongoing training motivates staff to provide excellent care for the children. Regular managers meeting very effectively encourage the sharing of good practice to continuously drive up standards. Staff are happy and very enthusiastic. They provide a stimulating range of toys and activities. Staff are very effectively deployed and organise the day and resources extremely well. Consequently, children are well motivated and have excellent opportunities to use the whole environment, both inside and out, to promote all round learning.

Staff develop excellent relationships with parents which significantly impact on children's care and learning. Parents are exceptionally well informed of their children's progress through daily discussions, written information and regular consultations. Parents are very happy with the service provided and the friendly approachable staff. Parents feel staff listen and value their views. They like the extremely attractive setting within the natural surrounding of the park. Staff fully consult parents on any changes to the nursery routines. For example, staff now write daily activities on a notice board and written weekly feedback is provided.

Staff actively promote equality and diversity. They provide a wealth of positive images through displays, planned activities and toys to help develop children's awareness of differences. Staff speak a variety of languages and they make very effective use of the opportunity to support children's home language. Staff work extremely effectively with other carers and agencies involved with the children to promote continuity of care and learning. The nursery is beginning to develop links with local schools to support children's transition. They have identified this as an area for future development as part of their self-evaluation. Highly successful systems of self-evaluation very effectively include staff and parents. The nursery has an excellent capacity to maintain continuous improvement. For example, building works to open up adjoining rooms have enabled better use of space.

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

Children thrive in a happy stimulating environment and they make outstanding progress in their development. Staff are extremely caring, have excellent interactive skills and plan effectively for children's individual needs. Settling in sessions are flexible and enable staff to gain a very comprehensive understanding of children's needs. Older children are highly motivated and actively play at chosen activities. They confidently count, match and sort plastic vegetables and talk about healthy foods. Staff make excellent use of the indoor and outdoor facilities overall, to maximise opportunities for children's enjoyment and progress. For example, children enjoy a story about a bear and join in with enthusiasm to the familiar story. Staff expertly continue the story outside as children hunt in the garden for the bear, looking for printed words. Children see lots of print both inside and out. However, children do not see number labels in the outdoor play area. Staff plan extremely effectively for children's progress. Children's development records contain photographs and written observations and clearly show their excellent progress.

Children learn about healthy living and thoroughly enjoy the exciting and well-resourced outdoor environment. The covered area allows children to enjoy fresh air at all times. Babies listen with wonder at the noise of the rain on the roof. They respond excitedly as staff enthusiastically sing the packing away song. Older children use a variety of wheeled toys that challenge their developing skills. Children have excellent opportunities to explore the natural world. They look for worms and learn how to care for plants as they help water the vegetables and fruit. Older children show an exceptional understanding of the importance of good personal hygiene routine. They independently wash their hands and brush their teeth. Children eat extremely well and enjoy a wide variety of nutritious freshly cooked meals. The nursery cook takes into account children's individual dietary requirements.

Children with additional learning needs and those who learn English as an additional language make excellent progress. Staff have highly effective working partnership with parents finding out important words in children's home languages. The wide variety of languages spoken by staff is used extremely effectively. Children sing nursery rhymes in English and in Hindi, which promote a highly positive awareness of diversity. Parents share their skills and cultures during the International Day celebrations. Children's behaviour is excellent. Children develop a strong sense of belonging and ownership of their environment as their names are displayed on coat pegs and drawers. Children's artwork and photographs make extremely interestingly displays, such as is in the number line. Children show very positive attitudes and happily wait their turn on toys in the garden. They help each other and play extremely well together, such as on toys that require cooperation.

Children show they feel safe as they happily make choices and are actively engaged in their play. The effective key person system enables children to develop close relationships. Babies respond positively to affectionate staff who meet their physical and emotional needs extremely well. Older children are confident

communicators and chatter happily to each other and staff. They have a well-developed sense of safety. They explain why they need to hold the handrail carefully as they come downstairs and use the climbing frame safely. Children participate in a wide range of interesting and challenging activities, which staff effectively link to the Early Years Foundation Stage curriculum. They learn about technology as they use a variety of resources, including a laminator in order to display their artwork. Children are very absorbed in the activities and their enjoyment is enhanced through high quality interaction and encouragement of staff. Consequently, children are active inquisitive learners and gain necessary skills for future learning.

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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