

# Buttercups Early Years Centre

Inspection report for early years provision

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<b>Inspection date</b>	03/07/2012
<b>Inspector</b>	Alison Large

<b>Setting address</b>	Bursledon Village Hall, Long Lane, Bursledon, Southampton, SO31 8BZ
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<b>Type of setting</b>	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**

Buttercups Early Years Centre is privately owned and registered in 2012. It operates from two rooms in Bursledon Village Hall, in the Bursledon area of Southampton. It serves the local area. The group is open each weekday from 9am to 2.30pm during school term times. All children have access to a secure enclosed outdoor play area and also have daily walks to the local woodlands. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

A maximum of 20 children aged from two years to under eight years may attend the setting at any one time. There are currently 10 children in the early years age group on roll. The setting receives funding for early education. Children come from a wide catchment area and are able to attend for a variety of sessions. The setting is able to support children with special educational needs and also support children who speak English as an additional language. The setting receives support from the local early years development workers.

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

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the pre-school. The setting provides an extremely safe and welcoming environment for children. All children are valued and included to ensure none are disadvantaged. Overall, very good partnerships with parents and clear procedures ensure that they are kept well informed, and the children's needs are met. Staff have a good understanding of the Early Years Foundation Stage. Systems for monitoring and evaluating the setting ensure any areas for development are identified, to enable continuous improvement to take place.

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

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

- strengthen the sharing of information with parents to ensure they review their children's progress regularly and contribute to their child's learning and development records.

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

Children's safety is maintained and a strong emphasis is placed on safeguarding by the staff. Robust systems are in place to ensure all staff are appropriately vetted. Children's welfare, care and safety are promoted extremely well. Staff have a very good understanding of the procedure to follow if they have a safeguarding concern. Excellent security measures and collection procedures are in place to ensure children are kept safe at all times. Staff ensure that access to the premises is secure and that all adults sign in when they visit. Effective risk assessments are carried out, as well as daily safety checks to ensure all hazards are minimised. All the required documentation is in place. The owner has high aspirations for quality, which is evident through ongoing improvement in consultation with staff, parents and children. Staff work well together as a team. They organise the learning environment well and ensure that children can move freely and gain easy access to the good range of interesting resources. Staff make good use of the resources and children can take part in a wide variety of activities. All children are included and supported well and the setting promotes equality and diversity. Children are provided with an inclusive environment and learn about valuing each other's differences.

Information is displayed all around the pre-school so that parents and children can feel a good sense of belonging. The very good partnership between the pre-school and parents ensures relevant information is shared between them. Parents express confidence in the standard of care, communication and their child's preparation for the future. They feel welcomed into the setting and are very happy with the progress their children are making. There are systems in place for staff to make observations and assessments of children's learning and development in each child's Learning Journey. The children's Learning Journeys are also available for parents to look at. However, as the group has only been established for a few months, the staff have not yet met with the parents to review their children's progress and next steps, to enable parents to contribute to their child's learning and development. The pre-school has good links with the local schools and other settings the children may attend to ensure continuity in their care and learning. Children are learning about wider society and differences through using resources that show positive images of diversity, such as books and role play resources.

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

Children enjoy their time at the pre-school, they arrive confidently, keen to begin their day. Staff create a stimulating environment, where the atmosphere is positive and encouraging. Children are confident to join in activities and are developing warm relationships with each other and staff. One of the strengths of the pre-school is the use made of the outdoors. Every morning the children go on exciting expeditions into the nearby schools grounds, woodland or the local park where

they can look for bugs or plants, spot the deer running through the woods, or become 'pirates' or 'knights' and have adventures. The setting is embracing the 'Forest School' ethos, and each child has their own waterproofs and wellingtons, to keep them dry and warm whatever the weather. The children really enjoy this time and staff can extend their learning back at the setting. For example, children look in a book about Toadstools to try and identify the ones they spotted while out for their walk. All staff have an understanding of how children learn and develop and children are consistently provided with good learning opportunities.

Children make good progress in their learning and development and are involved in the planning of activities. Good observations are documented within each child's learning journey, which also contain examples of the children's work and some photographs. Information gathered from parents initially enables staff to successfully support the children's learning. Children are able to document their day at pre-school as staff use a camera and display their photographs in a digital frame for parents to look at. Numbers and text is displayed throughout the room enabling children to learn that text has meaning and sequencing. A cosy book corner is stocked with a variety of stories, which children enjoy listening to, especially during the quiet time after lunch. The very wide experiences that the pre-school provides clearly enable children to fully develop their skills for the future.

Children are becoming very independent and make continual decisions throughout their play; they show increasing confidence and trust in the staff and this enhances their feelings of safety. They learn the pre-school rules and respond to staff when they are reminded that running indoors is not safe. Staff listen with interest to the children with whom they have formed close attachments. Staff are sensitive in their management of children and their behaviour; as a result children's behaviour is good. Children's health and safety is enhanced by the implementation of policies and procedures that underpin practice. Children are learning to take responsibility for their own personal needs through the everyday routines. They are encouraged to, and can independently, access the bathroom and know to wash their hands following a visit to the toilet. Children develop a good understanding of how to keep safe. For example, regular fire drills take place, so that children develop a clear understanding of what to do in the event of an emergency. Some firm friendships are formed and children are able to cooperate and share resources as well as staff's time and attention. They are helpful at tidy up time and clearly enjoy being part of this happy setting.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

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