

Buttercups Club Ltd

Inspection report for early years provision

Unique reference number

EY432602

Inspection date

23/04/2012

Inspector

Thecla Grant

Setting address

Bacup Nursery School, Cowtoot Lane, Bacup, OL13 8EF

Telephone number

01706873856

Email

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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Description of the setting

Buttercups Club Ltd registered in 2011 and operates from Bacup Nursery School and from two rooms in the adjoining primary school in Bacup, Lancashire. Children are cared for on the ground floor and they have access to the nursery and the school outdoor areas.

The club opens Monday to Friday from 8am to 6pm, all year round. It provides wrap around care for children aged three and four years attending the nursery school. A breakfast club is provided in the morning from 7.45am to 8.30am. A playgroup for children aged two years is provided in the primary school during the morning session from 9am to 11am. A lunch club is then provided from the nursery school 11.30am to 12.15pm. The afternoon session is provided in the nursery school premises for children under five years from 12.15pm to 3.15pm.

A maximum of 52 children may attend at any one time. There are currently 71 children attending who are within the Early Years Foundation Stage. The club does not offer care to children aged over five years. The club is registered on the Early Years Register. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs seven members of staff, all of whom hold early years qualifications appropriate to the post. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. The setting sufficiently support children so that no group or individual is disadvantaged. Arrangements to monitor and assess the children's learning and development are mostly in place and well organised systems are available to promote children's welfare. Systems in place for safeguarding are effective and most documentation that is in place is accurate. Partnership with parents is satisfactory and partnership with others is successful. The setting's capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

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

- make sure written permission requested at the time of children's admission to the provision for emergency medical treatment, includes the seeking of advice (Safeguarding and welfare).
- 25/04/2012

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

- observe children to find out about their needs, what they are interested in and what they can do
- develop systems in place to promote children's interest in similarities and differences of the diversity of the wider community.

The effectiveness of leadership and management of the early years provision

Practitioners have a good knowledge of the signs and symptoms of abuse and a clear and concise policy for safeguarding children is in place. All adults who work at the club are vetted and suitable to be in contact with children. Further to this practitioners are vigilant in promoting safety, therefore, children are safe whilst at the setting. Risk assessments are used as working documents and include all areas of the setting to be assessed. For example, the garden is not yet safe for children to play in and in order to make sure the garden does not pose a health risk, practitioners access the shared enclosed garden for the nursery school using their exit. All fire prevention equipment is in place and the emergency procedures are available. These are practised and recorded along with any issues arising. As a result, children know what is expected of them and demonstrate a clear understanding of how to stay safe. All documentation is in place, however, parental permission for seeking medical advice is not included in the request for medical treatment and this is a breach of a specific legal requirement.

Leaders and managers are motivated to seek further improvement and have evaluated the setting. However, practitioners have not been involved with this from the beginning. Leaders and managers have devised questionnaires to involve parents in contributing to decision making in the provision. However, these are mainly closed questions so opportunities are missed to fully explore parent's views. Plans for the future are securely in place, for example, the setting has registered for the 'I can' programme, which is an award that focuses on children's communication. Partnership with parents is developing. Parents are informed about their children's achievements and a new book borrowing scheme is set up to include them in their children's learning.

Practitioners constantly make sure children have enough space to move around and access the resources available. Toys and equipment are fit for their purpose, age-appropriate and offer enough challenge. As a result, children are motivated and interested in what is available. Equality and diversity is promoted through activities, toys and equipment. Therefore, children have access to resources that positively reflect the diversity of the wider world. Practitioners are committed to improving their knowledge and have accessed training programmes, such as food hygiene, which enhances children's welfare. Further to this they have maintained their first aid certificates. The setting has good systems in place to work in partnership with other providers of the Early Years Foundation Stage. They share resources with the nursery school and work together to provide continuous learning. Other professionals, such as special educational needs coordinators are available to help practitioners to support the children in their care.

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

Practitioners have a good knowledge of the Early Years Foundation Stage and effectively support the children by providing an enjoyable and challenging learning environment. As a result, children make good progress in their development. Children enjoy pretend play with the dolls and in the home corner and use language to imagine and recreate experiences. For example, they make telephone calls to their parents and prepare meals in the microwave. Children have good opportunities to mark make and pretend to be teachers. During story time they choose their favourite book and happily look at the illustrations and answer questions about the teddy bear going to the moon. Children enjoy activities aimed to develop their problem solving, reasoning and numeracy skills. For example, children learn about sinking and floating as they play with the cars in the water, they enjoy pouring the water into jugs as they measure how much water is needed to fill their truck. Cooking activities are also used to develop children's knowledge of measuring and changes in consistencies. As a result, children are beginning to be active and curious learners.

Opportunities provided for children to explore the world around them include visits from different professionals in the community. Although children have good opportunities to celebrate popular festivals, such as Chinese New Year and St. George's Day, activities for children to learn about similarities and differences are few. Children have constant opportunities to learn about how to use appropriate information technology. For example, they have easy access to a touch screen interactive board and through this, children learn how things work and learn how to use high tech computerised programmes. Children constantly make choices and decisions about their play. They happily build with the construction bricks, and have good opportunities to easel paint and make musical instruments. As a result, children enjoy their time at the club and achieve well.

Children develop their large muscle skills through outdoor activities where they access the climbing frames and small hills which they enjoy climbing. Children enjoy riding the wheeled toys and expertly judge distances and space to manoeuvre them self around the garden. Long term planning is in place, as well as short term planning. These show activities children will do, as well as what the adult role is in the activity and the next steps based on the activities. Although the nursery school are the main providers of the Early Years Foundation Stage, there are no systems in place to access the children's individual needs in the club. Therefore, children's interests and needs are not effectively implemented.

Good hygiene practices are promoted with the children. For example, they are encouraged to help to wipe the table and chairs after lunch and have a good understanding the importance of washing their hands before meals. Lunch time is a social occasion where the children sit together and enjoy a nutritionally balanced packed lunch. Children also have a good understanding of how to keep safe within the setting and a strong sense of belonging. Due to the well-established routines

children are secure and confident and as a result, all children are happy and have good levels of self-esteem.

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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
The extent to which children develop skills for the future	2

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