

Buttercups Day Nursery

Sunderland Customer Services Centre, Bunnyhill Hylton Lane, SUNDERLAND, SR5 4BW

Inspection date

04/07/2013

Previous inspection date

15/12/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The quality of teaching is consistently good and occasionally outstanding. As a result, children make good progress in their learning and development and develop a broad range of knowledge and skills, which supports their readiness for the next stage in their learning.
- Children's needs are quickly identified and very well met through the robust and effective partnerships between parents and the adjoining children's centre.
- Children's behaviour is good as staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children are protected.

It is not yet outstanding because

- Opportunities to extend very young children's very good communication and language skills are not always fully developed. This is because staff do not always listen carefully to what children say and have one-to-one conversations with them.
- There is room to further strengthen the very good partnerships with other settings children attend so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support children receive.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out a tour of the nursery.
- The inspector observed play and learning activities and spoke to children and staff in the indoor and outdoor environments.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Nicola Jones

Full Report

Information about the setting

Buttercups Day Nursery was registered in 2006 on the Early Years Register. It is situated in a purpose-built unit within the Sunderland Customer Services Centre in the Downhill area of Sunderland. It is managed by Sunderland North Community Business Centre. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 69 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance opportunities for the youngest children to develop expressive language skills by; ensuring all staff listen carefully to what they say, respond appropriately and model words and sentences that they can begin to copy
- reflect on and further develop ways to strengthen the relationship with other settings children attend so that there is a more effective method for sharing knowledge and understanding about children's learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy the time they spend at nursery. This is because staff have a good understanding of the Statutory framework for the Early Years Foundation Stage. They are well deployed, enthusiastic and eager to help all children settle into the group. A very good range of toys, equipment and resources are provided, in the indoor and outdoor environments, covering all areas of learning. Staff make good use of open-ended resources, such as cardboard boxes and tubes. This enables children to engage in imaginative play where they move and build resources to meet their own objectives. The quality of teaching is good and occasionally outstanding. Staff support children's learning and development well. They join in play sensitively, fitting in with children's ideas. For

example, when children place chairs in a line to make a bus, staff join them on their journey. They extend their thinking and language skills well by making comments and asking questions and provide additional resources, such as steering wheels, to extend the play. As a result, children make good progress and effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Staff plan first-hand experiences and challenges appropriate to the development of the children. They support them to enter into imaginary worlds by encouraging inventiveness and ensure they have experiences that stimulate their interests. For example, older children thoroughly enjoy engaging with the pretend 'fairies' that live in their outdoor garden area. They look through the windows drawn on the tree and listen to the sounds they can hear. This stimulates their imagination and expressive language skills and they make comments such as, 'I can hear them hoovering inside'. Overall, staff support children's communication and language skills, generally, very well in the nursery. Staff sit alongside children and use words such as 'Splish, splash, splosh' when they play with water. They make good use of popular children's books to stimulate language and use the outdoor environment for children to dress up and act out scenes from stories read by staff. However, occasionally, staff do not always listen closely to the youngest children, hear what they say and engage them in sustained conversations. This means opportunities for the youngest children to develop effective expressive language skills are, sometimes, not promoted as well as possible. Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, children enjoy developing early writing skills with chalk and paint and balance blocks to build small towers and structures. In the outdoor environment, children enjoy blowing bubbles, run to the top of the hill and lift and carry equipment, such as plastic tubes, shopping baskets and milk crates.

Staff implement detailed and thorough planning and assessment procedures and have very good awareness of children's individual needs. They plan interesting and challenging experiences for each child, ensuring all strengths and weaknesses are effectively addressed. Children with identified special educational needs and/or disabilities are equally well supported in the nursery. This is because staff make good use of advice from external agencies, such as speech and language therapy services. For example, they have recently attended training and are beginning to introduce signing as an additional means of communication. As a result, children with special educational needs and/or disabilities are progressing well towards the early learning goals, given their starting points. Parents and carers are kept well informed about their children's progress and share written and verbal examples of their child's learning at home. This ensures a clear picture of each child's learning and development is gathered and all adults involved can plan appropriate and motivating learning opportunities for both the nursery and at home.

The contribution of the early years provision to the well-being of children

A warm, friendly and harmonious atmosphere is created in the nursery. Soft, classical music is played in the entrance hall on arrival. This ensures children and their parents are welcomed and feel their individual needs are supported and well met. Staff have very good awareness of children's emotional and physical needs and comfort them when they are feeling tired or upset. For example, when children wake from sleeping they cuddle into their key person who talks to them in a gentle and sensitive way. As a result, relationships between staff and children are strong and good attachments are formed. Children behave well throughout the nursery and demonstrate good awareness of rules and boundaries. This is because staff make behavioural expectations clear and provide gentle and effective reminders when required.

Effective settling-in procedures are in place when children begin attending the nursery. They make a number of visits, based on their individual needs, before staying for the whole session. Good quality information is gathered from parents, such as specific dietary needs, medication, routines and comforters. This ensures there is continuity in children's well-being and welfare needs. Children are equally well prepared when they move rooms within the nursery. They make visits with their key person and information is shared between staff to provide continuity for each child's learning and development needs. Staff spend time talking to children when they are ready to leave the nursery and move to the next stage in their learning. They talk to them about their new environment and children enjoy practising new skills. For example, they make comments when they sit on the carpet, such as 'Look at me, I am sitting just like I need to for school'.

Staff encourage all children to develop independence skills. Meal and snack times are well managed and provide opportunities for children to set the table, serve their own food and feed themselves using knives and forks. Food is prepared on site each day and children enjoy a wide range of meals, including fresh fruit and vegetables. Independence is further promoted throughout the day. This is because all toys and resources are suitably stored and clearly visible in open baskets and containers. Children can make independent choices and find and return the equipment they need. Children use bathroom facilities and wash their own hands after activities, such as sand or painting, and before eating. This develops their awareness of good hygiene and promotes their physical well-being.

Daily opportunities are provided for children to be physically active. They enjoy playing outdoors and have opportunities to tackle a range of levels, which include flat and hilly ground. Children enjoy running up and down the grassy slope before hiding inside their imaginary cave, pretending to be bears. They show good awareness of safety when they skilfully change direction to avoid colliding with other children and when they climb onto and jump off wooden blocks. Children bring their own bottle from home each day and parents are encouraged to provide fresh water for their child to drink. This ensures children remain hydrated throughout the day, effectively supporting their all-round development.

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

The manager has a secure knowledge of the Early Years Foundation Stage and uses this well to support the staff team. She spends time working in the individual rooms, where first-hand knowledge is gained about what is working well and she can address issues raised. Observation, assessment and planning documentation is reviewed on a regular basis. The manager monitors this information to make sure it is consistent, precise, and displays an accurate picture of all children's skills, abilities and progress. Documentation for tracking children's progress is in place and an electronic system has recently been introduced. The manager maintains an overview of this information so that individual children with identified needs are targeted. As a result, appropriate support and intervention is sought and gaps in achievement are closing.

Performance management is well managed within the nursery and staff training needs are identified through regular supervision and appraisals. Staff recruitment is robust and effective induction procedures are in place. This ensures children are kept safe and well and all adults employed are suitable to fulfil the requirements of their role.

The managers and staff team fully understand their responsibility for safeguarding children and have effective policies and procedures in place to ensure children are kept safe at all times. All staff know and understand procedures to follow should they have any concerns and know who to contact if managers are unavailable. Effective measures are in place to record routine practices, such as nappy changes, and there are clear procedures in place for the use of cameras and mobile phones. All staff have paediatric first aid qualifications and keep written records of all medication administered to children. There are first aid boxes in all nursery rooms, which are accessible at all times with appropriate content for use with children. Recommendations regarding children's safety from the previous inspection have been effectively addressed. For example, the fence in the outdoor environment has now been removed.

Partnerships with parents and carers are a clear strength of the nursery. Words such as 'fantastic' are used to describe the care and support the nursery provides to children and their families. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. For example, parents write statements, such as 'We would like to take this opportunity to say thank you for all of you have done for my child and would recommend you to anyone in need of childcare', to describe how satisfied they are with service provided. The manager and staff are committed to working in partnerships with the adjoining children's centre. This makes an excellent contribution to meeting the needs of individual children. For example, parents and children attend regular 'Stay and bake' sessions together. Learning at home is actively encouraged, which supports children's all round development. The nursery works well with other agencies, such as speech and language therapy services and other health professionals. This ensures appropriate interventions are secured for children and they receive the support they need. Managers and staff have been proactive in their approach to sharing information with other settings children attend. However, these partnerships are not as strong as possible to ensure there is a more effective shared knowledge about children that will support continuity in their learning and development.

Self-evaluation takes into account the views of staff, children and their parents. Views are

sought through regular meetings and one-to-one conversations with staff, and children have opportunities to share their opinions through discussion and circle time. Effective use is made of parent's boards and a comment tree to seek their views. For example, recent consultations have focussed on improvements to the outdoor environment. The manager has a strong drive to improve the nursery and has a clear and successful improvement plan that aims to support children's achievement over time. There are well-established links with professionals within the local authority and this further enhances the self-evaluation process.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY335013
Local authority	Sunderland
Inspection number	878139
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	69
Name of provider	Sunderland North Community Business Centre Committee
Date of previous inspection	15/12/2009
Telephone number	0191 561 8176

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

