

# Buttercups Kindergarten

Sprays Farm, Calstone, CALNE, Wiltshire, SN11 8QA

<b>Inspection date</b>	23/09/2013
Previous inspection date	13/11/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children develop confident relationships in this welcoming and friendly environment, which helps them make good progress in their learning.
- Staff work together well and there are effective systems to make sure staff are suitable to work with children.
- Children enjoy a variety of outdoor activities, such as walks around the farm, feeding the chickens and picking blackberries.
- Children play in a safe environment where staff carefully assess and minimise risks.
- The management team successfully helps practitioners to develop their professional knowledge and skills; this ensures practice within the nursery continues to improve.

### It is not yet outstanding because

- The outdoor play area is not always thoughtfully set out using new or unusual resources to engage children and encourage them to explore.
- Children participate in some activities supporting their development with regards to mathematics. However, there is less support for them to develop their use and knowledge of number in everyday discussions and routines.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children engaging in activities with staff.
- The inspector toured the nursery and outdoor play spaces.
- The inspector carried out a joint observation with the acting manager.
- The inspector held discussions with the owner and the acting manager and staff members.
- The inspector sampled nursery documents.

## Inspector

Karen Prager

## Full Report

### Information about the setting

Buttercups Kindergarten opened in 1991 and re-registered as a partnership in 2010. It operates from the farmhouse on Sprays Farm, near Calne, Wiltshire. The kindergarten is on the site of a working farm where there are livestock and domestic pets, such as dogs. The kindergarten is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It opens from 8am to 5.30pm five days a week all year round except Bank holidays. A holiday play scheme is offered during school holidays. The kindergarten currently has 87 children on roll. The kindergarten offers support to children with special educational needs and/or disabilities and children who are learning English as an additional language. It employs seven members of staff who work directly with the children. They also have a cook and gardener. All staff have appropriate early years qualifications and one member of staff has Qualified Teacher Status.

### What the setting needs to do to improve further

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

- improve children's mathematical skills by supporting them to consider number in everyday discussions and routines
- enhance children's learning by adding further resources that spark children's interest in outdoor play

### Inspection judgements

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

The kindergarten provides a welcoming environment where children enjoy the interesting activities provided, which enable them to make good progress in their learning and development. A wide range of good quality resources and equipment are provided from which children are free to make their own choices. This supports children's developing independence. Interesting activities are planned to enable children to explore their world including visits to the farm and a local wood.

Children are keen to go for a walk and find blackberries. During a group time in the afternoon they link their experiences and talk about the type of weather they experienced when they were out. Through these activities children develop a greater understanding about their world. Children develop an interest in reading when they sit with staff in a cosy corner to look at books together. The children spend some time at the easel, exploring the

paint as they mix the colours on the paper. Children play on their own and develop skills in making relationships when they play with their friends. They consider how to carry the crates and pile them in the garden. Children reflect their experiences of their home life when they play in the play houses. Staff interact well with children. They help children engage for longer with an activity by joining children to build the train track. This helps to make learning an enjoyable experience and ensures that good progress is made over time. The dedicated staff work well as a team in supporting each other and working flexibly to ensure children get the support they need. Children whose home language is not English make good progress in their understanding of English, and add new words to their vocabulary through the good support they receive. Children start to use number in their play, for example, when they match a plate with each child at snack time. However, staff do not use all opportunities to develop children's understanding of numbers further, for example, by linking a discussion of children's birthdays with the number three.

Staff work calmly with children helping them settle by keeping them interested and engaged in activities. Close links with parents ensures they are kept informed about their children's progress through discussion. There are good systems to complete the checks for children aged two years, which fully involve parents. Parents share information with the staff when children first start to attend and this information is used effectively to provide starting points for measuring their development over time.

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

Children enjoy plenty of time playing outside. They are keen to ride on the toy tractors and most children peddle these competently and they steer around the other children without bumping into them. This demonstrates that they are gaining good physical skills. Children show physical skill as they climb the large play equipment and turn their body carefully to come down the slide. Regular walks onto the farm provide children with opportunities to learn about the wider world. They watch the cows being fed, and pick blackberries from the hedgerow. They also help to care for the hens and the vegetables in the garden. These activities give children a firm basis for learning about a healthy lifestyle. Children are well behaved and staff are positive in their interactions with them. For example, staff praise the children for their achievements, such as tidying away after themselves. Staff provide clear explanations regarding behavioural boundaries and as a result, children learn right from wrong.

Meals are freshly prepared in the nursery kitchen. The menu includes a substantial amount of fresh fruit and vegetables. On the day of inspection, children enjoyed a pudding of fresh fruit, accompanied by plain yoghurt. Most children cleared their plates and there is plenty of food for 'seconds'. Special dietary needs are catered for well. All children can eat at their own rate. Children are sensitively supported in developing the skills to eat together and the times spent around the table provide opportunities to talk with each other, which helps children develop good communication and social skills.

The nursery is generally well resourced with good quality toys placed within easy reach of the children, which helps children develop choice in the learning. Staff arrange the rooms

to be welcoming for children though they do not always prepare the outdoor play areas by providing additional interesting resources to spark children's interest. For example there are limited resources in the play houses and few children choose to play here. Also, although the children greatly enjoy using the tractors, staff do not extend their play through providing obstacles to negotiate, or adding props to extend their understanding of road use. Children learn to use the toilet independently and understand the need to wash their hands after. The systems for nappy changing are effective and appropriately conducted. Children learn to dress themselves as they put on coats and wellington boots to play outside. Children are therefore learning to be confident and ready for the next stage in their learning by learning these important self-care skills.

The established key person system and friendly staff enable families to share information. Children settle quickly to play at the start of the day. Younger children spend much of their time in a space dedicated for their use within the main play room. This gives them the security of a quieter area while they become familiar with the older children and the staff and activities in this area. All children play together at some point during the day. This helps all children to get to know each other and this eases the transition for the younger children when they move to join the older children. Children show that they are developing skills for the future as they engage in the broad range of experiences enjoyed. They are well prepared for the next stage in their learning and move to school.

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

There are clear lines of responsibility in the senior management team. This means that the nursery provision is monitored well to make sure the welfare and learning requirements of the Statutory Framework for the Early Years Foundation Stage are met. Staff are well deployed and ratios of staff to children are maintained throughout the day. There are robust recruitment, induction and training procedures in place which ensures that staff are suitable to work with children. Regular staff appraisals and meetings enable management to clearly identify where extra training in relevant areas is identified, such as in skills to support the development of children's language.

Risk assessments are detailed. Staff check the premises daily to ensure they are free from hazards, and that equipment is suitable for children to use. There are secure and vigilant procedures for monitoring the entry points of doors and gates to the premises. Staff are all trained in child protection matters, and they understand the procedures to follow in the event of concerns about children's welfare. The kindergarten has an appropriate safeguarding policy which includes the limited use of mobile phones and the internet, which is closely adhered to. All staff undertake training in the administration of first aid and in food handling and hygiene which promotes the provision for children's welfare.

The manager and staff regularly review the quality of provision and identify priorities for improvement. They have improved the provision for children since the previous inspection for example they use the sensory garden more frequently so children have direct access to outdoor play. There are also plans to fence an additional space adjacent to the playroom

to further improve children's choice about when they play outdoors. An action plan is in place for future developments which shows staff's drive for ongoing improvement.

The kindergarten has developed strong relationships with parents. Parents speak highly of the provision made for their children. They value the good care taken of their children and the regular opportunities to discuss the activities and how well their children are doing. This helps parents to remain informed about their children's development and provide complementary activities at home. The staff establish effective relationships with other agencies which enable them to provide appropriate support and continuity in the care and learning for children with particular needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY420770
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	932506
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Victoria Hislop and Robert Hislop Partnership
<b>Date of previous inspection</b>	13/11/2012
<b>Telephone number</b>	01249812231

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## 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.

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