

Buttercups at Isleworth

Isleworth Explorers Club, Twickenham Road, ISLEWORTH, Middlesex, TW7 7EU

Inspection date	15/01/2014
Previous inspection date	14/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Management has a proven track record in driving and sustaining continuous improvement through the use of various quality assurance tools. The bedrock for achieving such successful outcomes for children is achieved by the skilled leadership style of the nursery manager. Staff are provided with high-quality professional development support.
- Staff make thorough use of observation and assessment to identify individual plans for each child taking full account of their interests. This helps to ensure children make the best possible progress given their starting points on entry.
- Staff use specialist strategies to support children's personal, social and emotional development.
- Staff ensure high levels of parental involvement in children's learning. This helps to ensure that children receive consistent support between the nursery and home environment.

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 observed children's play and learning in all rooms both indoors and outdoors.
- The inspector carried out joint observations with the manager and provider.
- The inspector spoke to a number of parents taking account of their views.
- The inspector scrutinised selected development records on children, sampled the nursery policies and procedures and staff suitability records.
- The inspector held meetings with the manager and provider.

Inspector

Amanda Tyson

Full report

Information about the setting

Buttercups Day Nursery opened in 1988 and re-registered in 2011. The nursery operates from the ground floor of the Explorers Club in Isleworth, in the London borough of Hounslow. It is one of seven nurseries run by the Buttercups Nurseries Ltd. There are two playrooms, one of which is a baby room. All children share access to a secure enclosed outdoor play area. The nursery is registered on the Early Years Register. The nursery is open each week day from 8am to 6pm all year round, except for bank holidays and three days at Christmas. The nursery support children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 74 children on roll, 20 of whom are in receipt of funding for free early education. The nursery employs 14 staff. The manager is qualified to Level 5, three staff hold level 4 qualifications, three have Level 2 and the remainder are all qualified to Level 3 in early years. The nursery practices the High/Scope approach.

What the setting needs to do to improve further

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

- involve children in reviewing their own progress and setting their own goals.

Inspection judgements

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

All children make rapid progress in their learning and development, from their starting points on entry to the nursery. The key person system is highly effective in involving parents in reviewing, assessing and planning for children's progress. Sometimes children tell staff what they want to learn to do. When this happens, staff support children to achieve their goal. However, there is no planned approach to involve older children in reviewing their progress and setting their own goals. For example, children's learning journey records, which contain photographs showing their progress over time, are stored out of children's reach. Parents borrow books to read with children at home and provide photographs of their home activities for children to share with their friends during circle time. Staff provide parents with information to explain child development theories and the strategies used by staff to support aspects of learning and development. For example, how they promote children's small physical skills and how to link letters to sounds. This enables parents to provide children with consistent learning support within the home. Staff carry out precise assessments on children which are informed by their astute observations of children's developing interests and ability. Any gaps in development, such as in speech and language, hearing and behaviour, are quickly identified and targeted. The setting's special educational needs coordinator works closely with all those involved in the child's development. For example, the child's key person, any external agencies involved and

parents are included to identify and follow a clear support plan for children with additional needs. Staff recognise talented children and ensure that they are consistently challenged. For example, they progress from linking letters to sounds to working out simple words. Staff know and understand the importance of encouraging children learning English as an additional or dual language, to use their home language as much as possible so that they become fully bilingual.

Staff receive regular training in the use of specialist teaching methods and resources to support children's progress in the prime areas of learning; personal, social and emotional development, communication and language; and physical development. The significant progress children make in these areas enables their progress in other areas. For example, children develop the physical skills to use pencils by picking dried pasta up using tongs and attaching pegs to the rim of a basket. Children have well developed communication and language skills. This enables them to express their needs and ideas to staff and other children and to confidently ask questions. The quality of teaching is excellent. Staff use a picture exchange communication system (PECS) and sign language to support children with communication and language difficulties. They use props, such as a large soft toy sheep, little ducks and puppets to sustain children's attention and help them follow stories and rhymes. Staff help children to learn to say words correctly by using the proper names, for instance when young children refer to a duck as a 'quack' they praise children telling them that 'ducks go quack'.

Staff effectively teach children to understand and apply mathematical concepts by engaging with them using open-ended questions when they build models, when they play shops and weigh cooking ingredients. Children use cameras and the computer with competence. They are helped to understand about people and communities when staff take them to the shops to buy cooking ingredients or when they go to the library. They have opportunity to handle reptiles when experts bring them to visit the children at the nursery. Staff seize opportunities to introduce children to the different species of spiders and web spinning when they discover an influx outside.

Staff consistently encourage children to extend their ideas and play by using open-ended questions to challenge their thinking. For example, children add piles of sand to a mat to create an island for their small world pirate ships. This leads to further ideas, such as 'needing a telescope'. Staff enable children to work out how to do this by thinking of the shape and making this by rolling up paper into a cylinder and sealing it with tape. Children are then challenged to describe what they can see through their telescopes. When children mention 'treasure' staff quickly scurry around to gather sparkly items, which they put in a chest and hide in the garden for children to find. Children find this type of play thrilling.

Babies have great fun making music with pots and pans and wooden spoons. They use their hands to make patterns in 'gloop', a mixture of cornflour and water. Babies explore the contents of treasure baskets, which include every day, natural and different textured items. Staff are often innovative in their activity planning. For example, babies are challenged to fetch named items, which staff stick to wallpaper on the floor.

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

Children are extremely happy and settled in this welcoming, safe, well-resourced and presented nursery. Play resources are stored accessibly to encourage children to become independent and creative learners. These provide for all children's interests so children do not become bored. Babies show a strong sense of security as they snuggle contentedly into their cots for a nap. They show confidence as they pull themselves to standing and take their first few steps towards the wide-open arms of their key person. The settling in procedure for new children takes excellent account of the anxiety children and parents often feel when learning to separate from each other for the first time. The process is gradual and individually tailored so that each child settles at their own pace. Staff use picture timetables to help children learning English as an additional language to understand the routine of the day. Staff monitor and support children's emotional wellbeing extremely well. For example, they help children to transfer their attachments to people rather than objects. Staff use specialist resources to help children talk about and understand feelings and to recognise expressions, such as worried and sad, angry and happy. Children are reminded by lovely posters to use their hands kindly, that teeth are not for biting and that feet are not for kicking. Staff are trained to use the 'Playing And Learning to Socialise' (PALS) programme to prepare children for change, such as in families or starting school, to manage their feelings and improve behaviour. Squabbles are rare because children are consistently engaged in play and learning.

The foundations for children to adopt healthy and active lifestyle habits are being firmly laid by the programme of activities delivered by staff and specialist visiting teachers. For example, children take part in weekly music and movement sessions. They are taught ball skills and engage in fun games with the giant parachute. The spacious outdoor play area enables children to practise running, climbing and peddling skills. Children enjoy the challenge of assault courses set up by staff. Children learn the importance of dental hygiene when they are visited by the dentist and through the daily routine of brushing their teeth after lunch. Staff make the most of weekly cooking sessions to teach children about hygiene and safety. Children learn about fire safety through evacuation practise and visits from the fire service. Staff show children as young as two years, how to use knives safely to cut up real fruit in the home corner. Mealtimes are a sociable occasion. Children enjoy a healthy balanced diet. Older children serve themselves portions and scrape their plates very responsibly afterwards. Babies have great fun feeding themselves using their hands. Babies sleep at times consistent with their home routines and parental wishes.

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

Management are exceptionally knowledgeable about the welfare and learning and development requirements. All required records and documentation are in place, well maintained and appropriately shared with parents. This documentation underpins the safe and efficient management of the setting, as well as children's individual needs. Staff exchange information about children's needs to ensure they are consistently met. Management are extremely successful and proactive in driving improvement and have a

proven record of sustaining high-quality provision. They employ two staff specifically to set up and pack away all equipment and resources each day. This means that the childcare staff are free to focus fully on children's learning and development as soon as they arrive. Innovative ideas, such as placing posters in plastic wall hangers and the use of partitions, helps to turn an empty large hall into an exciting nursery environment. Since the last inspection, management has supported staff to achieve Montessori and Forest School Leadership qualifications. Plans are in place to add these teaching methods to their current 'high-scope' approach. A large shed has been purchased and is due to be erected to store outdoor play equipment and resources. This means that staff will be able to respond to children's interests immediately by adapting their planning. Management has also ordered triple buggies to enable staff to take babies out for strolls, so that they can learn about people and the community first hand.

The nursery manager is an exceptional leader. Her systems for monitoring the quality of teaching practice, for dealing with any staff underperformance and for motivating staff to develop their knowledge and skills is inspirational. Staff receive regular one to one supervision which feeds into their yearly appraisal. Every member of staff has a performance development plan. Staff are unanimous in their praise for the manager and describe how the supervision time is used to review their professional development and planning for individual children. Any gaps in the quality of teaching practice are promptly identified and targeted through the use of individual improvement plans, training, mentoring and coaching. Staff benefit greatly from the in-house training provided by the organisation to supplement the variety of external training courses available to them.

Management are very clear about their safeguarding responsibilities and all staff consistently implement the organisation's rigorous and effective procedures. There are well-established procedures in place for recruiting, vetting and inducting new staff, bank staff and apprentices. Staff do not start work until their Disclosure and Barring Service (DBS) check has been completed. Staff update their child protection and first aid training every three years. Safeguarding issues are a constant on the agenda for staff meetings and staff supervision. All members of the management team complete leadership level safeguarding training. The team are, as a result, well equipped to respond to any concerns about children's welfare and to deal with any accidents or emergencies.

Exceptionally good partnership with parents is achieved through the provision of parenting workshops, parent consultations, newsletters and daily written reports about children's activities and care routines. Parents enjoy attending all the special events, such as father's day breakfasts and mother's day teas, national and different religious celebrations, such as Vaisakhi (Sikh New Year). Management has well established links with the local library staff, shopkeepers and schools children transfer to, as well as external agencies, such as speech and language therapists. Parents hold the nursery in the highest regard. They talk fondly about their child's key person and cite the personalised care provided as one of the key strengths. Parents are also pleased that children have access to the range of specialist weekly activities, which include cooking, music and movement and different sports.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY428475
Local authority	Hounslow
Inspection number	946818
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	49
Number of children on roll	74
Name of provider	Buttercups Nursery Limited
Date of previous inspection	14/11/2011
Telephone number	02085687181

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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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Piccadilly Gate
Store St
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