

Country Buttercups

Brede Scout Hut, Stubb Lane, Brede, RYE, East Sussex, TN31 6BS

Inspection date	22/01/2014
Previous inspection date	20/12/2011

The quality and standards of the early years provision	This inspection:	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

- Staff are caring and friendly and provide a welcoming and homely environment for children and parents.
- Staff provide a wide variety of stimulating and fun activities that reflect children's interests and meet their learning needs.
- Staff interact well with children as they play and extend their learning and development successfully.
- Staff are skilled at developing children's communication skills.
- Children are very confident and show they have very good social skills.

It is not yet outstanding because

- Staff set out plenty of resources for children to choose from although they have not made full use of low-level storage units for children to make their own decisions and access alternative resources independently.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two play rooms and the outside learning environment.
- The inspector conducted a joint observation with one of the managers.
- The inspector held meetings with the managers.
- The inspector sampled children's learning records and other relevant documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Weaver

Full report

Information about the setting

Country Buttercups is a privately run nursery that opened in 2011. It operates from a scout hall in Brede, East Sussex. The nursery has use of a hall divided into two separate areas, an office, kitchen and toilet facilities. The nursery opens five days a week all year round. Opening times are from 8am to 3pm on Mondays and Fridays. On Tuesdays, Wednesdays and Thursdays the opening times are from 8am to 6pm. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 35 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery is registered to offer care to children aged up to eight years. Children come from a wide catchment area. The nursery currently supports children with special educational needs and/or disabilities and also supports children who learn English as an additional language. The nursery employs seven staff. There are six staff, including the two managers, who hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- increase the use of low-level storage in order to further promote children's free choice and child-initiated play.

Inspection judgements

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

Staff have good procedures for settling children. They work closely with parents and this enables them to meet children's individual needs. Staff take positive steps to make sure they have resources that reflect children's interests. This results in children quickly settling at their favourite activities and engaging in purposeful play. Staff have good observation and assessment systems that help them identify learning priorities for every child. Parents are encouraged to contribute to this assessment process. They regularly share what they know about their children and any concerns they have. The key persons competently plan activities that help children make good progress in their learning and development. Good procedures are used for supporting children with special educational needs and/or disabilities. As a result, all children achieve well in relation to their starting points.

Children enjoy a good variety of challenging activities that cover all areas of learning well. Staff effectively extend children's learning and thinking as they play. They competently use questioning that encourages children to express their ideas and work out what

happens. This results in children being confident speakers who readily express their thoughts. Children who have different home languages are making good progress in their communication skills.

Children love to explore and spend a long time concentrating at activities. For example, the bubbles activity is very popular and children have fun together blowing different shaped bubbles. Staff are very good at moving around the room to support children at different activities. This means that all children have time when adults are engaging with them and developing their play. Children enjoy investigating the sand and competently use different tools to fill up the buckets. They show pride in their achievements as they show adults what they have done. Babies enjoy cuddling up with adults to look at books. They show an interest as they point to the pictures and make sounds. Older children develop good creative skills as they paint and make pictures and head bands using a variety of different materials and tools. Staff talk to children about what they are doing and promote their learning. They successfully use everyday activities and routines to reinforce colours, shapes and counting.

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

Staff create a warm, welcoming and homely environment where children feel at home. Children show a strong sense of security and belonging as they confidently move around. They become very independent and see to their own personal needs such as helping themselves to drinks. Children enjoy playing with a wide range of good quality resources that are used well by staff to support children's learning. Children eagerly engage in activities and enjoy the learning experiences. They develop the skills they need to secure future learning and be ready for school. Children make decisions about their play and have some opportunities to access additional resources that are not set out for them. However, staff have not fully developed the use of low-level storage to increase the ways in which children and babies can make their own choices.

Staff are very caring and supportive. As a result, babies and children form strong emotional attachments to their key persons and other staff. Children develop very good social skills. They are very friendly and keen to engage in conversation with adults. They behave well and show care for others. For example, a child calls an adult over to wipe her friend's nose. Children form good relationships with others. They eagerly wait for their friends to arrive in the morning. They play well together and happily share resources. Children come to help clear up an activity without being asked.

Staff implement good strategies when managing children's behaviour. They gently remind children of the rules in the nursery when necessary. Staff handle incidents well and make good use of distraction and 'time away' to defuse situations. They use the time to help children understand the impact of their behaviour on others and how they could deal with a situation better. Children respond well to these techniques.

Staff actively promote children's good health. They provide healthy freshly cooked meals that meet all children's dietary needs. Staff competently adapt the menu and provide

alternative food when necessary to cater for children's needs. For example, they provide a vegetarian option for children. Children adopt good personal hygiene practices. They wash their hands before eating and after messy play. Staff follow good hygiene practices when changing nappies for babies and young children. Babies and very young children have clean bedding and bibs. Staff make sure they follow these young children's home routines and provide consistent care for them.

Staff are skilled at promoting children's understanding of how to stay safe. They gently talk to children about safety as situations arise. For example, they remind children that it is not a good idea to run around as the bubble activity makes the floor slippery. Children enjoy many opportunities to manage risks and tackle more physically challenging equipment outdoors. For example, they use tree swings and ladders with adult support. Children love to play outside and have plenty of space to run around and explore safely. They show good coordination and control of their bodies. Young children have great fun stomping in muddy puddles with their wellington boots and making big splashes.

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

This inspection took place following an Ofsted visit in September 2013 to investigate concerns raised regarding behaviour management and safeguarding issues. The owners effectively addressed the actions that were set at the time. This inspection found that the owner/managers are now fully aware of their responsibilities and meet the safeguarding and welfare requirements. Arrangements for safeguarding children are good and the majority of staff have completed relevant training. Staff are aware of the appropriate procedures for reporting any child protection concerns. The written safeguarding policy has been updated and now includes all the required detail. There is a designated person who oversees behaviour management and this written policy has also been updated. Staff use good strategies to deal with any incidents and make sure they meet children's individual needs. Robust risk assessments are in place and these are used effectively by staff to identify and minimise hazards to children both indoors and outdoors. For example, staff have improved the security of the outdoor area and carry out daily safety checks before children play outside. All the required documentation is in place and well maintained.

The owner/managers have robust recruitment and induction procedures. These help ensure that staff are suitable to work with children. The owner/managers are actively promoting staff's professional development. They observe staff and discuss ways to improve their practice. The owner/managers encourage staff to attend further courses and any information gained is shared at their staff meetings. Staff make good use of training to improve outcomes for children. For example, a recent course on letters and sounds is resulting in improved resources and activities that promote children's language skills. This shows staff have a strong drive for maintaining continuous improvement to the childcare provision. The views of parents are also taken into account and used well to improve practices. For example, new initiatives such as the key person board arose from feedback from parents. Parents comment very favourably about the nursery. They say they like the

'homely' and 'family' feel of the nursery and the 'friendly staff'. Parents all feel well informed and find the parent meetings and contact books very helpful. They say they are involved in children's learning at home as they know what children's next steps are. Parents state that their children are making good progress as a result of attending the nursery.

Staff work closely with parents, agencies and support workers to care for children who need additional support to help them achieve. Staff successfully adapt activities and access additional resources and equipment as needed to help meet children's learning and care needs. They gain plenty of helpful advice from outside agencies of how to support these children and promote inclusion.

The owner/managers effectively evaluate the overall provision and the educational programme. They make sure that the planning is meeting children's needs and that the assessment system is effective. They regularly review the organisation of the play areas to help ensure that the environment is supporting children's learning well. As a result, children continue to benefit from their experiences at the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

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	EY432521
Local authority	East Sussex
Inspection number	949807
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	35
Name of provider	Country Buttercups Ltd
Date of previous inspection	20/12/2011
Telephone number	01424883000

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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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