

# Buttercups at Teddington

133 High Street, TEDDINGTON, Middlesex, TW11 8HH

## Inspection date

Previous inspection date

24/04/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

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

- Children are extremely confident, highly keen learners who develop strong, secure relationships with staff.
- Staff plan meticulously to meet the individual needs of children and base planning very strongly on children's interests.
- Staff maintain comprehensive, accurate records of children's progress, which they use to inform planning very effectively.
- Staff manage children's behaviour in exceptional ways. They use songs to encourage children to behave in positive ways and use praise to motivate excellent behaviour.
- Management highly prioritises children's safety. It provides closed circuit television throughout the nursery to promote children's safety.

- Children are extremely confident, highly keen learners who develop strong, secure relationships with staff.
- Staff plan meticulously to meet the individual needs of children and base planning very strongly on children's interests.
- Staff maintain comprehensive, accurate records of children's progress, which they use to inform planning very effectively.
- Staff manage children's behaviour in exceptional ways. They use songs to encourage

children to behave in positive ways and use praise to motivate excellent behaviour.

- Management highly prioritises children's safety. It provides closed circuit television throughout the nursery to promote children's safety.

### 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 carried out a joint observation with the manager of the interaction between staff and children in the outdoor area.
- The inspector observed the indoor and outdoor environment.
- The inspector sampled a range of documentation.
- The inspector spoke to parents, staff and children and took their views into consideration.
- The inspector held a discussion with management.

### Inspector

Jennifer Beckles

## Full report

### Information about the setting

Buttercups at Teddington opened in 2013. It is one of a group of eight nurseries privately owned by Buttercups Nursery Limited. It operates from a converted house in Teddington, within the London Borough of Richmond-upon-Thames. There is an enclosed outdoor play area. The nursery uses the High Scope approach to children's learning. The nursery is open from 8am to 6pm from Monday to Friday for 51 weeks of the year, and is closed for public bank holidays. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are five staff employed, including the manager. Of these three staff hold appropriate early years qualifications. The manager has an Early Years Foundation degree and two staff members hold level 3 qualifications. Two unqualified members of staff are currently working towards childcare qualifications. The nursery receives funding for free early years education for children aged three years.

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

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

- consider ways to enhance role play by linking more extensively to different areas of learning, such as technology and early literacy.

### Inspection judgements

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

Children are highly independent, self-motivated learners in this very well organised nursery. Staff use the High Scope approach to learning which leads to children being extremely adept at selecting their own resources. The highly skilled staff facilitate the children's learning very effectively and provide an exceptional quality of teaching. Children benefit from an excellent balance of child-initiated and adult-led activities so that children have freedom of choice and structured learning. Staff place a very strong emphasis on linking resources and activities to children's interests and skills, which results in children being highly engaged in activities. Staff provide ready access to a highly stimulating outdoor area and children are free to choose to play indoors or outdoors, according to their learning style. As a result, children make excellent progress in their learning.

Children engage exceptionally well in a very effective interactive song and story time session. Staff provide excellent props to encourage children to participate, such as a spray of water while they sing 'Incy Wincy spider' sliding down the spout. Children delight in the feel of the water landing on them as it brings the nursery rhyme to life. Staff enable children to choose songs by presenting them with pictures representing the different songs. Children eagerly select songs of their choice through this child friendly approach. Staff introduce children to differences by singing the same song in Hindi and this supports

children's understanding of different cultures effectively. Staff teach children to follow actions and learn new words while they sing actions songs. They teach children to recognise their names by labelling coat pegs and table mats. Children draw recognisable pictures in the drawing and writing area to practise their early writing skills. This promotes children's developing literacy skills extremely well.

Children adore being in the very well resourced spacious home corner. It fires their imagination and leads to effective interaction and conversation between children. Although there are many learning opportunities offered in role play, links with other areas of learning are not always maximised to their full potential. For instance, opportunities for children to practise their early writing skills or use technology in role play are not extensive. Children develop an excellent understanding of technology as they safely assist in the preparation of laminating their artwork. Staff skilfully promote learning opportunities by asking children to observe the difference in how the paper feels once it has been laminated. This results in children using words like 'smooth' and 'shiny'.

Staff keenly follow children's interests, which results in children concentrating very well during tasks. For example, children show a strong interest in gloves and staff provide an activity involving filling plastic gloves with water. Children watch in amazement as the fingers of the glove fill with water. Staff support children's counting skills by counting the numbers of fingers with the children. Children show great determination to solve problems. For instance, children face a challenge with a graded stacking tower and repeatedly try several attempts to get the shapes in the right size order. Staff provide excellent support by asking children to work out why the tower is not completed correctly. This encourages children to think and they say 'it is too small, I need to put one a bit bigger on'. These activities provide children with excellent ways to learn essential skills for later use in school.

Babies develop excellent hand and eye coordination skills by using jugs to pour cereal grains into bowls. Staff encourage babies' imagination by suggesting that they bake some cakes with the cereal in the home corner. Staff introduce babies to new words as they play, such as 'oven', 'cake' and 'bake', which extends their language skills effectively. Babies happily select books from the attractive, comfortable book corner and look at pictures with staff. Staff read stories to babies in lively tones, which supports babies' interest in books and promotes their listening skills effectively.

Children develop an excellent range of physical skills as they negotiate space carefully. They move in different ways, such as running, balancing and jumping around the spacious well designed garden. They enjoy using the bike path to ride their wheeled toys and learn about different speeds. Staff teach children new words, such as 'up', 'down' and 'over' as they play. Staff promote children's excellent coordination skills as they use hoops and balls to play games with them. The garden provides a wide range of learning opportunities. Children plant seeds to grow vegetables and learn where food comes from. They express awe and wonder as they blow bubbles from soapy mixture and staff count the bubbles with the children. This provides effective opportunities for children to practise their counting skills in the outdoor environment.

Staff keep comprehensively detailed records of children's progress. They carry out a range

of high quality observations and gather evidence of children's skills from their art work and from parents observations, which they evaluate thoroughly. Staff plan children's next steps in learning very effectively by using this information. Parents have excellent ways to take part in their children's learning. They take home the nursery bear and record his adventures, which their children share with nursery staff on his return. This encourages excellent interaction between parents and their children. Staff offer parents different ways to share their observations of their children with staff. For instance, staff regularly provide a home link record to parents for them to record observations. Staff use this information to plan individually for children. Staff keep parents very well-informed of their children's progress. They have regular reviews with parents to discuss children's development and to review learning journals. Staff carry out progress checks for children aged between two- and -three years of age and provide written summaries to parents. In addition, staff speak with parents when they arrive at the nursery. This supports effective communication related to children's care and learning.

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

Children are highly confident, articulate and intensely curious about their environment. There is a well established key person system, which leads to children developing extremely strong, secure relationships with staff. Staff are highly sensitive to the needs of individual children. They offer flexible settling in periods to meet the individual needs of children. This helps children to settle exceptionally well. Staff find out thorough information about children's interests, care routines and likes and dislikes. They follow babies home routines, which helps babies to settle very well. Staff support children effectively at times of change, such as moving rooms. Visits to their new room enables children get to know new staff, routines and their new environment to help children settle with ease. Staff have formed links with local schools to support children who move on to school in the future.

The nursery is highly organised and resources are clearly labelled and completely accessible to children. Staff display children's work with care and attention, which shows how much they value their efforts. Staff teach children to assess minor risks for themselves by checking the garden for debris before use. Children have an excellent awareness of safety. For instance, they hold the low handrail when they use the stairs, walk one behind the other, and sing songs with staff about how to use the stairs safely. Staff teach children comprehensively about road safety and this helps children to develop excellent skills when out on trips.

Staff provide high levels of personal care for children in nappies. They change nappies in a private comfortable areas to ensure that babies are at ease. Excellent hygienic practices protect them from infection. Children are extremely independent and have excellent self-care skills. They wash their hands at appropriate times, put on their clothes by themselves, and use the bathroom independently to care for their own personal needs. Staff encourage excellent levels of independence at snack and meal times. Children help to prepare snacks by cutting up soft fruit. They serve themselves by selecting fresh fruit snacks, pour their own drinks, scrape their bowls and tidy away their used items. The

menu offers appetising homemade fresh nutritious and well-balanced meals, which a nutritionist has helped devise. A list of special dietary needs is on display in the kitchen and on children's snack/meal mats, which safeguards children from eating unsuitable foods. Children develop an excellent range of physical skills and benefit from daily fresh air by using a wide range of equipment outdoors. Staff talk to the children effectively about the benefits of exercise, such as the development of strong muscles. This raises children's excellent understanding of the importance of healthy lifestyles.

Staff manage children's behaviour in exceptional ways. Staff use songs to signal key times of change in the nursery day. For instance, children take part happily and enthusiastically in tidying up the nursery and preparing for lunch. Children show great care and respect for each other. They fetch paper for each other to draw on and help each other when in need. Staff praise children for specific behaviours, which motivates children to behave in positive ways. They display simple pictures to remind children of expected ways to behave and this supports children's further understanding. Children develop an excellent awareness of differences because staff discuss and celebrate meaningful special events related to culture and religion. For instance, children make lanterns to celebrate Chinese New Year.

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

Management has an excellent understanding of its role and responsibility to ensure that the nursery meets the requirements of the Statutory Framework for the Early Years Foundation Stage. Management highly prioritise children's safety. There is closed circuit television covering all areas of the nursery, which provides excellent protection from potential intruders. Staff carry out robust risk assessments covering all aspects of the nursery and this protects children further. Staff complete comprehensive suitability checks as part of their employment at the nursery, which promotes children's well-being and welfare. All staff have received in-house training on safeguarding and have an excellent understanding of procedures to follow should they be concerned about a child.

Management has excellent ways to monitor the nursery. It provides a dedicated monitoring support team consisting of a 'buddy manager' to support and share best practice with the manager. The team also consists of a senior manager who completes thorough checks on all aspects of the nursery including staff practice and records, and documentation relating to the requirements of the framework. A quality control officer randomly selects recorded closed circuit television film of staff to analyse their practice. Staff receive feedback from this, which enables them to enhance their practice further. Staff observe each other so that they learn from each other and build on their practice. Staff monitor children's progress through a comprehensive tracking system. This clearly identifies children operating outside of expected levels of development. This enables staff to identify if children require further support or challenge to meet children's individual learning needs exceptionally well.

Staff are very well supported by management. They receive frequent supervision meetings

based on analysis of filmed staff practice, reports from the monitoring support team, and direct observations by the manager. This provides an excellent way to accurately identify areas requiring support. Management offer mentoring and training to address staff training needs to enhance their skills effectively. Staff are in the process of receiving appraisals where their training needs are precisely identified. For instance, staff attended 'Baby Talker' training, which led to greater awareness of the importance of visual cues, interaction and context to enhance communication with babies.

Staff have very strong links with parents and others involved in children's care and learning. For example, they have built links with the local children's centre to which staff refer parents to a range of services. Staff work well with local public service organisations, such as the local library who provide story telling sessions for children. Staff work exceptionally well with parents by providing excellent opportunities for them to contribute to their children's learning. They keep them very well informed of their children's progress.

Management has formed an action plan based on thorough self-evaluation of the nursery. It sets out clear objectives based on the nursery's strengths and weaknesses. For instance, management plans to enhance the outdoor area to provide wider learning opportunities to children. The nursery operates exceptionally well and demonstrates an excellent ability to sustain ongoing future improvements.

### **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

<b>Unique reference number</b>	EY463904
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	937304
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	31
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Buttercups At Homefields Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02031371679

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

