

# Buttercups Day Nursery Ltd

14 Tweseldown Road, Church Crookham, Fleet, Hampshire, GU52 8DE

<b>Inspection date</b>	27/08/2014
Previous inspection date	09/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		1
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 make good progress in their learning and development at this nursery because teaching and practice is rooted in a secure knowledge of how young children learn best.
- Effective planning, interventions and evaluation of activities ensure there is a consistent approach to teaching and learning. Staff create many opportunities for children to achieve their next steps in learning through daily routines and interesting activities.
- Staff reliably identify children whose learning and development is not at a typical level for their age, and secure timely interventions to ensure those children make sufficient progress.
- Care practices in the nursery are highly effective in helping children feel emotionally secure, and ensuring children are physically and emotionally healthy.
- Partnership working with parents is strong, supporting children's learning and development and well-being.

### It is not yet outstanding because

- Monitoring systems are not precise enough to be sure that all children are making and sustaining the highest levels of progress possible. Therefore, some children do not make as high level of progress as possible, given the knowledge and skills of this well-qualified teaching team.

## 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 a wide range of activities across all areas of the nursery and talked with staff and children about what they were doing.  
The inspector reviewed documents and procedures relating to safeguarding,
- staffing, supervision, risk assessment, equal opportunities and health and safety, and checked a selection of other policies.  
The inspector sampled a range of children's records, the nursery's systems for
- planning, evaluation and exchanging information with parents, and external professionals.
- The inspector took account of the views of parents spoken to on the day and reviewed written communication from parents.
- The inspector met with one of the owners and conducted a joint observation with the manager.

## Inspector

Helen Robinshaw

## Full report

### Information about the setting

Buttercups Day Nursery Ltd registered in 2007. It is privately owned by two directors and has an on-site manager. It was originally opened in 2002. The nursery operates from a detached building situated in Church Crookham, Fleet, Hampshire, and is close to local infant and junior schools. The building has been especially adapted and has a large enclosed outside play area. Internally there is a baby room, sleep room, soft play room and kitchen upstairs, with older children accommodated downstairs in rooms with low level dividers. Suitable toilet facilities are on both levels with the nursery office on the ground floor. Children attending come mainly from the local area. The nursery is registered on the Early Years Register only.

The nursery is open from 7.45am to 6pm each week day for 51 weeks of the year. There are currently 47 children on roll, all of whom are in the early years age range. Children may attend for a variety of full-time or part-time sessions. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four. Staff support children with special educational needs and/or disabilities and children who are learning English as an additional language.

The nursery currently employs 15 members of staff, including the two directors and the chef. Twelve members of staff hold relevant qualifications at level three or above, including three staff with relevant Foundation or Honours degrees.

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

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

- strengthen systems for evaluating progress across different groups of children to maintain the highest levels of achievement for each child.

### Inspection judgements

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

Children make good progress in their learning and development at this nursery because management employ and value staff that are well qualified, experienced and committed. Staff teaching and practice is rooted in a secure knowledge of how young children learn best. Staff plan and deliver varied and interesting activities, which ensure that all groups of children are active and enthusiastic learners. For example, staff stimulate babies' curiosity by creating many opportunities for sensory exploration. Babies are fascinated by the feel of flour and paint. They begin to understand differences in textures as they choose to play with soft and hard brushes. Staff also ensure that older children have opportunities to discover and guide their own learning. Equipment, such as, magnifying

glasses, spades and builders tools are all clearly organised and within reach. Consequently, children may choose and use whatever they need to extend their ideas and imaginations. They are keen to discover, create and rethink their plans in order to achieve the goals they set for themselves.

Staff have a clear understanding of what each child may learn from planned and spontaneous activities. This makes it possible for staff to develop every day opportunities into rich learning experiences that meet each child's individual needs. Staff establish children's starting points as they settle in to the nursery. Initially through discussions with parents, and then through their own daily observations, staff learn about children's current skills and interests. They plan and deliver activities that challenge children to reach their next steps in all areas of learning and development. These goals are discussed and shared with parents and staff so that everyone involved knows how they may encourage and celebrate children's further achievements at home, and at the nursery. Parents meet with their children's key person each term to review progress and share any concerns, guidance or requests. Formal reports are balanced with informative daily updates resulting in parents who feel connected and actively involved in their children's nursery life. When children leave the nursery their progress has been significant, most are at the level expected for their age and some exceed it.

Staff welcome children with special educational needs and/or disabilities and work diligently to apply any guidance from families and their specialist teams. Staff liaise carefully with advisory agencies. They supply valuable and informed observations of small and significant steps in development through written updates and team meetings. Children with special educational needs and/or disabilities benefit from high levels of care and commitment from staff who create and adapt learning opportunities to meet their needs. Staff also welcome children and their families where English is an additional language. Staff use a range of strategies to support and value the diversity of languages spoken by children, their parents or grandparents. For example, welcome greetings, key labels and numbering systems are displayed around the nursery to prompt both staff and other children to use them. Targeted action by staff ensures that any gaps or delays in learning and speech narrow rapidly. Therefore, all children have made good progress towards the early learning goals by the time they start school.

The quality of teaching and educational programmes across the nursery is good. However, monitoring systems are not sufficiently precise to enable staff to ensure that all children are making and sustaining the highest levels of progress possible. To ensure all children are able to make the best levels of progress given the knowledge and skills of this well-qualified teaching team.

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

Staff are highly skilled and sensitive in helping children of all ages settle in to nursery life. They meet with parents to find out about children's needs and preferences before children start at the nursery. Staff expertly tailor their care to meet children's individual needs by providing stability, security and activities children enjoy doing. As a result, babies, toddlers

and pre-school age children visiting for the first time, or moving up to the next age group, settle quickly and happily. Care routines are exceptionally well met, and the onsite chef attends to all feeding and dietary requirements. Parents comment they feel reassured and confident in the high standards of care their children receive across the nursery. Children thrive in the security, love and nurturing of their well-informed key person and the wider team.

Staff are highly effective at deploying themselves according to the needs of the children ensuring that supervision is effective as children move freely between indoor and outdoor activities. Staff teach children to manage responsibilities appropriate for their age, and to think about their own safety. For example, children have their own picture checklist of potential hazards as they join staff to survey safety in the garden area. Staff build on children's awe for the natural world by encouraging them to nurture tadpoles, flowers and vegetables. Children learn the rewards of patience and commitment as they win prizes in a local community gardening competition. They take pride in their environment and appreciate why different areas are better suited for their mud cuisine or cycling practise. Staff model consistent expectations and strategies for managing helpful behaviour. For example, they model how to negotiate who helps to carry each piece of equipment as they remove an obstacle course. Children learn good team building skills, work well together and cooperate.

Children generally choose to play in the fresh air for long periods in the morning and afternoon. Staff link children's current interests and individual needs across activities and environments very well. For example, when a child enthusiastically describes watching people parachute down from a helicopter, staff initiate a group game with their own parachute. Despite the excitement children behave well and develop self-control as they wait for their turn as the cat or mouse on either side of the parachute. Consistent expectations and well-organised practice also define clear and effective care routines indoors. Well-placed benches and storage for wellington boots, hats and coats help children succeed in preparing themselves for indoor or outdoor play. Low level doors and screens provide privacy in the bathroom, and low level dispensers again help children manage their personal hygiene with minimal supervision from staff.

Staff consistently teach children to wash their hands with soap and water before sitting down to eat. Older children also spontaneously discuss how best to wash toys used in messy play and get on with it independently. Children begin to understand that good hygiene routines kill germs and help to keep them healthy. Children sit around small tables with staff to enjoy the experience of a 'family' meal. Staff use this time to model conversation, highlight the healthy choices available, and give children experience in serving each other appropriately sized portions. They distract and challenge younger children who finish first with songs. For example, staff ask children to guess the rhyme they are humming. Children delight as they discover a new take on a familiar rhyme, while staff cleverly help children learn to wait for friends as well as developing their listening skills. Staff prepare children exceptionally well for their moves to school and activities beyond the nursery. They focus on building the confidence and skills children need to flourish and adapt to change. Staff ensure that children are both emotionally and socially ready for these moves when the time comes.

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

The leadership and management team are very effective in understanding and implementing the requirements of the Early Years Foundation Stage. The manager invests time in finding out about the skills, knowledge, expertise, and understanding of her staff. She makes sure that opportunities for training and development closely align with the specific needs of the individual, the team, and the current cohort of children. Consequently, staff work together as a strong and effective team. The manager also holds staff to account by ensuring that they share new training with their colleagues and implement a change that will benefit the children. A culture of reflective practice and staff development leads to further improvement and evaluations. However, systems for monitoring the impact of teaching on the highest achievers are not fully effective. Staff know that their activities relate to children's levels of progress, but are less confident in defining their roles as inspirational teachers.

The manager uses a series of formal and informal team meetings to focus on improvements in the quality of learning and development, and to keep children's safety as a priority. Staff complete child protection training that gives them a good knowledge and understanding of the action to take if they are concerned about a child. They regularly rehearse how they would respond to different scenarios, using examples taken from the national press and elsewhere. A comprehensive child protection policy reinforces their understanding and supports staff as they keep children safe from risk of harm and neglect.

All mandatory documentation and procedures are implemented to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Managers have recently updated risk assessments throughout the nursery. Clearly identified procedures and daily checks help to ensure that staff implement procedures on a daily basis. These practices help minimise any risk of harm to the children. Staff recruitment, supervision, and training also have a strong focus on maintaining children's safety and protection. All staff have recently updated qualifications in paediatric first aid. The manager also keeps written records of accidents, injuries, and first aid treatment including evidence of when parents are informed. She reviews these records routinely to check for patterns of injury and any possible action. Staff consistently give the highest priority to the safety of children and support their growing understanding of how to keep themselves safe and healthy.

Staff understand that strong partnerships with parents and carers help to provide the best start for children. Staff employ a range of strategies to engage parents in their children's learning from their first point of contact. Parents commend them for this and for their co-working with other agencies, which support their children's needs.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY355458
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	837920
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	29
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Buttercups Day Nursery Ltd.
<b>Date of previous inspection</b>	09/05/2011
<b>Telephone number</b>	01252 669982

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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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