

# Buttercups Community Pre school

The Meadow School, High Street, Balsham, Cambridge, Cambridgeshire, CB21 4DJ

<b>Inspection date</b>	07/10/2014
Previous inspection date	07/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
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

- Teaching is outstanding because staff make accurate assessments of children's progress and use these to plan stimulating activities that enable them to achieve exceptionally well, given their starting points and capabilities.
- Leadership and management are outstanding. The well-established staff team are highly motivated by the manager, who works closely with them to inspire the drive for continuous improvement. Highly effective self-evaluation enables staff to rapidly identify and consistently improve their already first-rate practice.
- Children's safety is extremely well promoted because staff continually encourage their understanding of personal safety and give safeguarding the highest priority. Children are consistently learning about how to keep themselves and their peers safe, as they learn how to assess risks in the areas of the pre-school that they use on a daily basis.
- Children form very positive relationships with staff and firm friendships with their peers. Staff work extremely hard to promote strong bonds and attachments with children and their families, from the day they start at the nursery. Children's self-confidence and independence are exceptionally well promoted and all children show extremely high levels of concentration.
- Partnerships with parents, carers and others are outstanding and enhance all aspects of children's overall care and well-being. Parents are very highly involved in the pre-school and speak highly of the staff commitment to promoting their children's learning and development. As a result, children receive a consistent approach to their learning.

## 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 activities in the pre-school and talked with the children and staff at appropriate times throughout the inspection.
- The inspector viewed the rooms within the pre-school and the outside areas used by children.
- The inspector took account of the views of parents, as recorded in written questionnaires and viewed the pre-school's self-evaluation and action plan.
- The inspector carried out a joint observation with the manager in relation to observations of children's play, learning and progress.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability and a range of other documentation, including the safeguarding policy and procedure.

## Inspector

Jo Rowley

## Full report

### Information about the setting

Buttercups Community Pre school was registered in 1992 on the Early Years register and the compulsory and voluntary parts of the Childcare Register. The pre-school is run by a voluntary management committee. It operates from a mobile building in the grounds of the Meadow County Primary School in the village of Balsham, Cambridgeshire. All children have access to an enclosed outdoor play area and the adjoining school playground. There are currently 26 children on roll, all of whom are within the early years age group. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. Children attend for a variety of sessions. The pre-school is open on a Monday, Tuesday, Thursday and Friday from 9am to 12 noon and from 12 noon to 3pm. The pre-school has an optional lunch club operating from 12 noon to 1pm on these days. On a Wednesday the pre-school is open from 9am to 12 noon. The pre-school supports children with special education needs and/or disabilities. There are four members of staff, who work directly with the children. Of these, three staff hold an appropriate qualification at level 3, including the manager, who holds an appropriate qualification at level 5. The pre-school receives support from the local authority.

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

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

- enhance the already highly effective opportunities for children with special education needs and/or disabilities to communicate effectively, for example, by consistently promoting the use of picture cards and/or photographic timelines.

## Inspection judgements

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

Children are making excellent progress at this stimulating and exciting pre-school. Teaching is outstanding because staff are highly skilled at encouraging children to initiate play and expand on planned activities, which are interesting and educational. For example, a group of children show an interest in pirates and share their thoughts with staff during their play. Staff instantly follow these interests as they create a pirate ship with face masks and pretend parrots. Children are excited and enthusiastic as they work exceptionally well together as they create treasure maps. They carefully hide the box of treasure, which they have made using a range of resources and clearly have a lot of fun with this child-initiated activity. As a result, all areas of learning are promoted. Children, including those with special educational needs and/or disabilities, make excellent progress. For example, from their first day at the pre-school staff observe and assess their initial starting points and capabilities. Staff immediately use this information to capture children's interests and support them to make rapid progress in their learning and development. Consistent and precise observations of every child ensures that staff are able to rapidly

identify next steps in their learning. Staff use these observations effectively as they incorporate them into their future planning of children's activities. Consequently, children make rapid progress in their learning and development. Staff demonstrate an outstanding knowledge and understanding of the Early Years Foundation Stage and they are excellent at supporting children and parents from their very first visit. Children's communication and language skills are very effectively promoted in every activity they take part in because staff are very highly skilled at encouraging them to use their speaking and listening skills. For example, younger children take part in a 'talking bag' group activity. This activity encourages the very young and those children, who are new to the pre-school, to talk about the items they find in the bag. For example, children are keen to talk about the animals they find and the activity is extended effectively by staff as they encourage them to begin to talk about what comes from the animal, such as how they get milk from the cow. As a result, small group activities provide excellent opportunities to develop and extend children's communication and language skills. Children are able to see photographs that display different parts of their daily routines, such as pictures of what they need to do before snack. This supports their understanding extremely well, as they are able to prepare for what to do next. However, the pre-school staff agree that by using picture cards and visual timelines more consistently, children with special educational needs and/or disabilities, will benefit even further.

Staff demonstrate excellent skills in the way that they engage children, give them time to respond and support them to solve problems independently. For example, when children make their own set of binoculars and run out of glue, a member of staff asks them what else they can use, after a moment or two, they respond excitedly, telling her that they can use tape. Staff promote children's personal, social and emotional development as they congratulate them for their 'excellent thinking skills'. They value what children say and encourage them to finish activities before packing away. Staff consistently praise the children for their excellent concentration skills. For example, as children practise their handwriting in a range of different ways, they persevere exceptionally well and clearly relish in the praise, which they receive, as they show staff their individually written names. Opportunities to challenge children are outstanding because staff use every possibility to explore and experiment. This results in children's progress and achievements rapidly increasing. For example, children using the pre-school camera are very knowledgeable as they explain to staff how to clear the camera's memory, enabling them to take more photographs. Additionally, staff place challenges around the pre-school. These challenges are changed regularly and match a range of activities accordingly. For example, to enhance children's role play, staff challenge them to create their own treasure map. These challenges give all children excellent opportunities to try harder, use their thinking skills independently. As a result, these support all children to develop their readiness for school. Staff genuinely enjoy their roles and become heavily involved in the activities. For example, the current theme focusses on a well-known author and children enjoy working with staff to recreate a character from one of the books. During a walk in the school grounds, looking for sticks, staff encourage children's imaginations and capture their interests exceptionally well. Children are highly involved in spontaneous and planned activities, alongside staff, who clearly monitor their engagement and recognise when to intervene without obstructing their learning.

The progress of children's personal, social and emotional development are excellent

because staff work consistently to promote opportunities, such as group activities, for them to build positive relationships with their friends. Physical development is very well promoted as children explore the outside areas and use a wide range of resources skilfully. For example, they use a range of items in the water area as they learn about measures and weights. Partnerships with parents and carers are outstanding because all parents are encouraged to be a part of their child's learning and development from their first settling-in visit. Staff work closely with parents to ensure that they know everything about the child, enabling them to promote excellent progress from the day they start at the pre-school. Parents are given ongoing information about the Early Years Foundation Stage to ensure that they are well equipped with information. Opportunities for parents to extend their children's learning at home are outstanding because staff provide 'home challenges' where parents can enjoy an activity at home with their child. Staff explain the challenges to parents, give expert advice, such as links to the areas of learning and help them to support their children's overall learning and development. In addition to this, the pre-school offers 'borrowing bags' that contain games and ideas for parents to use at home with their children. Parents are effectively informed of their children's time spent in pre-school. For example, through daily discussions, newsletters, regular reports and open parents' sessions. Parents have a superb understanding of how staff are preparing their children for future learning and development. In addition, staff use their expertise to encourage parents to share their own observations of children's achievements from home. As a result, staff and parents promote a highly consistent approach to children's learning and development.

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

Children are extremely well settled at pre-school and demonstrate a strong sense of belonging. All children, including those very new to the pre-school, arrive happily and leave their parents and carers with ease. Staff are genuine in their welcome and offer a wonderfully happy and caring environment where children feel secure. Children develop positive relationships with their peers, they make firm friendships and hold hands as they say to one another, 'you are my friend'. As a result, children develop secure attachments and their friendships are highly promoted. Staff congratulate children for their kindness, which undoubtedly promotes their personal, social and emotional development. Additionally, their self-esteem and confidence are very well promoted because staff use every opportunity to praise them. For example, during the registration session, children recognise numbers as they discuss the date. Staff quickly praise them for excellent work. As a result, children's emotional well-being is extremely well promoted. The key person system is excellent and there are very strong bonds between staff and children. Parents know who their children's key person is and because the established staff team work together on a daily basis, they are there consistently to support children and families. Consequently, staff meet children's care needs exceptionally well. All staff work very closely together in planning, discussing children's learning and organising the pre-school on a day-to-day basis. Consequently, staff know every child very well. As a result, children build strong attachments with their peers and the relationships they have with key staff are completely secure.

Children's behaviour is outstanding. Staff provide an extremely warm and calm

environment where they continually promote a consistent approach to encourage children's understanding of appropriate behaviour. For example, staff ask children what they can do when they require the same resource, which someone else is using. Children instantly get the sand timer and explain that they are waiting their turn. This means that children are able to demonstrate a brilliant understanding of how to share and take turns, as they develop an outstanding awareness of appropriate ways in which to behave. Children obtain an exceptional understanding of how to manage safety and risks to themselves and others. For example, they take turns at being 'pre-school safety rangers'. They wear hi-visibility jackets and have clipboards that detail the checks required, in picture and print form, as they carry out a daily risk assessment of the pre-school areas, with a member of staff. On return from their risk assessment, they are excellently prepared to explain to staff the hazards they find. For example, the school-age children leave the gate open as they move from the playground back into their class. 'Pre-school safety rangers' know that they must close the gate to ensure that children do not get lost and they report it to staff very clearly. As a result, their knowledge of risks is excellent as children demonstrate high levels of awareness about how to minimise hazards.

Staff clearly understand how to support children's move from home to pre-school and onto primary school. Children move to school exceptionally well because their awareness of moving on from pre-school, is encouraged by discussions, photographs and books. As a result, children are very confident during their transitions when they start at the pre-school and move onto school. Children have many opportunities for fresh air and physical exercise as they independently choose outside play when planning the activities they want to take part in each day. They have an excellent range of outside resources, such as a 'mud kitchen' and they access the school playground's hard surface to use their wheeled resources. Staff promote children's independence to the highest level as they encourage them to do many things for themselves. For example, they choose their own cup, plate, drink and food at snack time. Staff promote opportunities for children to talk about their understanding of healthy lifestyles as they share stories about the healthy food they are enjoying and the affects that running outside has on their hearts.

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

Staff promote the safeguarding and welfare requirements of the Early Years Foundation Stage, exceptionally well, at all times. The manager, committee and well-established staff team work closely together to promote the safety of every child at the pre-school. All staff attend regular safeguarding training and the manager and deputy manager are well prepared for their roles as the designated persons for safeguarding children. All staff demonstrate an excellent knowledge and understanding of how to safeguard children. For example, they are clearly aware of the procedures to follow if a child protection concern arises. Additionally, all staff have a direct link to the information they require, to enable them to record information and make a referral to in the event of allegations or concerns. Staff are vigilant in protecting the children at pre-school. For example, thorough procedures are in place at drop off and collection times to ensure that only the correct person collects children. Furthermore, effective procedures for visitors mean that every eventuality is considered. Mobile telephones and cameras are stored away from the pre-

school at all times, further protecting children's safety. Ongoing training, during team meetings and outside events, ensures that staff's knowledge and understanding of safeguarding remains a top priority for all pre-school staff.

Highly-motivated staff are inspired by the pre-school manager, who promotes child safety at the heart of everything they do. Extremely effective recruitment and induction procedures ensure that all staff, working directly with children, are suitable to do so. Through safer recruitment procedures, the manager requests that all staff regularly confirm their ongoing suitability to work with children. All suitability checks for staff and the committee, are complete and updated regularly. As a result, staff promote children's safety and well-being exceptionally well. Carefully planned staffing and supervision during the pre-school sessions ensures that the staff-to-child ratios are always exceeded. These high ratios provide optimal levels of support for all aspects of children's development and well-being. In addition to this, the pre-school have a highly effective registration system to safeguard children. Every member of staff holds a current first-aid certificate and this means that staff are able to deal with emergencies or accidents promptly and effectively. As a result, staff are meeting the safeguarding and welfare requirements of the Early Years Foundation Stage extremely well and children are incredibly well protected. There are highly effective supervision and appraisal procedures in place and these impact positively on teaching and learning. For example, staff consistently discuss observation, assessment and planning systems to promote the overall quality of teaching. Effective evaluation techniques means that staff are constantly reviewing planning, activities and the overall experiences children have at pre-school. The staff team ensure that educational programmes provide optimum challenge, in order to meet all children's individual needs. For example, a comprehensive tracking system enables staff to effectively identify and quickly address any possible gaps in children's learning. Constant feedback from parents is encouraged through regular discussions and parent consultations. Staff use parental questionnaires to identify any areas for improvement and these reflect positive feedback from all parents. Additionally, children are able to talk about their likes and interests on a daily basis and staff follow these leads excellently. As a result, activities and experiences are stimulating, fun and capture the imaginations of every child.

Partnerships with parents are excellent. Feedback, from questionnaires, expresses how well parents think of the highly inspiring staff team and how content their children are. Children are clearly settled and very happy. For example, some children demonstrate a strong desire to stay at pre-school when it is time to go home. Partnerships with other professionals, such as the physiotherapists are highly effective because staff fully support and encourage working together, extremely well. They work alongside professionals to support children's learning and development and this means that staff are also effectively supporting parents. As a result, all children are flourishing with this consistent approach to their overall learning and development. Furthermore, staff have established positive relationships with other providers of the Early Years Foundation Stage to promote children's care, learning and well-being overall. For example, staff encourage close links with the adjoining and local schools. This ensures that children benefit from excellent communication links to support their ongoing development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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. 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>	221753
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	854596
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Buttercups Community Pre School Committee
<b>Date of previous inspection</b>	07/01/2011
<b>Telephone number</b>	01223 894 608

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

