

Buttercups Ealing Broadway

Buttercups Day Nursery & Montessori School, 9 Florence Road, Ealing, LONDON, W5 3TU

Inspection date	17/06/2014
Previous inspection date	13/10/2011

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		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 promote children's imaginative and creative play. They are enthusiastic and highly engaged as they play alongside children skilfully extending their learning.
- Staff provide good support for children; they are developing the characteristics of effective learners.
- Staff are enthusiastic in their interactions with the children, which means that their learning and development is well supported and their individual needs are met. Children are happy and enjoy their time at nursery.
- Managers and leaders support staff continually to develop their practice. They provide a good range of training for staff with a strong focus on meeting the needs of the children they are caring for.

It is not yet outstanding because

- There are systems to engage parents with their child's learning. However, staff are not successful in seeking parents' contributions to find out what children are achieving at home when they first start.

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 activities in the inside and outside areas.
- The inspector spoke to children, parents and staff.
- The inspector reviewed a range of documents including relevant policies, children's learning journeys and staff appointment systems.
- The inspector held joint observations with the manager.
- The inspector held meetings with the provider, manager and staff.

Inspector

Naomi Hillman

Full report

Information about the setting

Buttercups Ealing Broadway was registered on the Early Years Register in 2011. It is one of eight nurseries run by Buttercups Nursery Limited. Buttercups nurseries have been established since 1980. The nursery operates from eight rooms within a four-storey house in Ealing Broadway, in the London Borough of Ealing. A lift is not available. The nursery is open each weekday from 8am to 6pm all year. Children have access to an outdoor play area, which is secure and well-resourced. There are currently 73 children on roll in the early years age range and they attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. It follows the Highscope and Montessori principles to support children's learning. There are 13 qualified staff members and 5 staff members who are working towards an appropriate early years qualification. The manager holds Early Years Professional status and another staff member holds a Forest School qualification.

What the setting needs to do to improve further

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

- gather information from parents about what their children can and cannot do before they start at the nursery to enable staff to plan for children's learning needs from the outset.

Inspection judgements

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

The education programmes cover the seven areas of learning and development. Staff provide children with a wide range of interesting and challenging experiences. There is a good mixture of adult-planned and child-led activities. Staff plan activities and provide resources based on children's current interests and developmental stages.

Staff have a good understanding of how to promote the learning and development of young children. They encourage children's imaginative and creative play. They are enthusiastic as they play alongside children and skilfully extend children's learning and development. They help them explore ideas and provide different resources. Staff have provided children with images of the planets to help them remember the planets' names as they use them in their imaginary play. Children are motivated and demonstrate the characteristics of effective learning.

Key persons carry out regular observations of their children's current interests and stages of development. They know their key children well and use this knowledge and the observations to plan suitably challenging activities to help children move on to their next stage of learning. Key persons track children's development to ensure they are making

good progress across all areas of learning and development.

Staff consistently support children's communication and language skills. They extend children's understanding and vocabulary, by asking interesting questions and modelling the correct words. For example, a member of staff asked children about a picture in a book, in which a colander was being worn as a helmet. Children did not know the name but said: 'We use it for pasta'. The member of staff replied: 'That's right! We use it for draining pasta, it's called a colander'. As a result, children make good progress in the acquisition of communication and language skills. The quality of teaching is consistently good, some is outstanding, and children are working comfortably within the typical range of development expected for their age. Children's progress in the prime areas of learning ensures that, almost without exception, they have the key skills needed for the next steps in their learning. Older children are developing the skills and attitudes they will need when they go on to school.

Staff tune in to the babies. They notice when their focus changes and support them to investigate different resources or experiences. Babies enjoy playing with transparent fabric. Staff pull the fabric gently over babies helping them learn by exploring the texture and sensation.

The key-person systems support engagement with parents. Key persons keep parents well informed of their child's progress, through daily conversations and parent meetings. Key persons work with parents to support children's development and develop strategies for early support to meet children's needs. Staff encourage parents to share information about their child's routines and individual needs when they join the setting. However, staff do not fully involve parents in contributing to children's developmental starting points. This means that key persons do not have a precise knowledge of each child's current stage of development when they join the nursery.

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

There is an effective key-person system in place. Key persons know their children well and know children's individual needs and preferences. They tailor young babies' care to their needs. For example, each baby is supported to follow their own daily routine of eating and sleeping. All parents know their child's key person. Care practices help children form secure attachments and promote their well-being and independence.

Staff have warm relationships with children. Staff are playful and expressive as they effectively encourage and engage with children, talking with them and supporting their play. Therefore, children are happy and confident to approach adults with questions or requests. Children's behaviour shows that they feel safe in the setting as they move around confidently exploring the environment and seeking out staff for comfort and reassurance.

Staff ensure the nursery is welcoming, clean and well organised. They arrange the different rooms and the garden to meet the needs of the age group of children who use them. In all rooms, there are good ranges of age-appropriate resources that children are

able to freely access. In addition, staff provide stimulating activities. It is a good environment both in and outdoors, which supports children's all round development and emotional well-being.

Staff are good role models and talk kindly to the children and each other. There is a clear behaviour management policy in place. Staff play alongside children and use consistent strategies to provide clear guidance for children about what is acceptable behaviour. As a result, children play well together and learn to respect and tolerate each other's differences.

Staff support children's physical development by encouraging them to explore the environment, climbing over and jumping from large blocks on the floor. Staff help children think about how to manage risks, appropriate for their age. During conversations with children, staff give clear messages to ensure they are developing a good understanding of the importance of a healthy, balanced diet. Staff help children develop the skills to manage their personal needs relative to their ages. Older children are encouraged to take part in the daily routines, such as tidying up and laying tables. This develops the independence and skills that they will use when they go to school.

Good systems are in place to manage children's dietary and health needs. Staff provide children with healthy meals and snacks. Drinking water is freely available throughout the day. Staff are able to demonstrate how to deal with potential safeguarding issues and they have a good understanding of how to keep children safe and promote their well-being.

Staff have good systems in place to support children when they move between rooms and on to school. Staff arrange for children to visit new rooms and meet with their new teachers. Therefore, children are emotionally well prepared for the next stages in their learning.

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

The provider and manager have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They have a secure understanding of the areas of learning and how children learn. The managers spend the majority of their time in the rooms working alongside staff, observing practice and overseeing education programmes. They have a good overview of all children's learning and development. As a result, children with identified needs are targeted and appropriate interventions sought. The provider carries out spot checks on children's learning records to ensure that staff plan and assess children's development accurately demonstrating a good understanding of how all children progress.

The provider and manager have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are clear policies in place, which the manager effectively shares with staff to ensure that they are consistently implemented. All staff and students are able to explain the actions they would take to deal with potential concerns about children's safety. Secure systems to maintain a healthy and

safe environment and deal with accidents mean that staff effectively promote children's safety and welfare. The provider and manager have secure recruitment and induction processes in place. They carry out suitability checks to ensure all staff are suitable to work with children.

The manager has recently joined the nursery. She has begun the process of evaluating practice, actively engaging with parents and staff to seek their views. She has put in place areas for development with a focus on supporting children's achievements, and these have produced improvements already. The manager and staff seek most children's views and have plans to develop these areas of practice too.

Arrangements for performance management are in place. The manager supports all staff through regular supervision. This process ensures all staff can reflect on and develop their practice. Through this process, staff identify their training needs and have access to a range of training. The manager and provider understand the importance of staff qualifications in achieving outcomes for children. There are effective processes for performance management and dealing with underperformance, and the manager tackles these issues swiftly. The provider states: 'We want to help people to become better practitioners.' They are constantly striving to support all staff's ongoing development.

The provider and manager have sound partnerships with parents, who feel confident to approach them with any questions or concerns. They develop good relationships with other professionals and seek their support to ensure they secure appropriate interventions so children receive the support they need. The manager is developing good links with local primary schools to share information and support children's move from nursery to school.

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

Unique reference number	EY428485
Local authority	Ealing
Inspection number	941593
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	73
Name of provider	Buttercups Nursery Limited
Date of previous inspection	13/10/2011
Telephone number	02085678462

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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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