

Buttercup Preschool

Fanshawe Crescent, DAGENHAM, Essex, RM9 5QA



Inspection date

20 May 2015

Previous inspection date

19 January 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children eagerly arrive at the setting. This clearly shows that staff develop good relationships with children.
- Staff promote children's learning effectively. They follow children's lead in their play and support their interests.
- Staff show a good understanding of the requirements of the Early Years Foundation Stage. Staff promote children's welfare, and children make good progress.
- Staff create a relaxed environment and use snack times as social occasions to promote children's social skills.
- Staff use snack time effectively to talk to children about foods and drinks that are good for them, and how they contribute to being 'strong' and developing 'healthy bones'. This helps children to make healthy choices.
- Staff use open questions effectively to challenge children's thinking and vocabulary during everyday routines and play activities.

It is not yet outstanding because:

- Staff do not always promote children's independence effectively through everyday routines to promote their learning and self-care skills.
- Staff do not consistently use opportunities to display children's artwork so that they develop a good sense of accomplishment.

What the setting needs to do to improve further

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

- develop snack times to promote children's self-care skills and learning so that they pour their own drinks and serve themselves
- provide opportunities for children to view their work, to foster their sense of pride and achievement.

Inspection activities

- The inspector observed children's play, indoors and outdoors.
- The inspector sampled documents, including children's development records, policies and procedures.
- The inspector held discussions with management about the pre-school's self-evaluation processes.
- The inspector invited the manager to undertake a joint observation of an activity.

Inspector

S Campbell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff undertake detailed observations and assessments, documenting children's achievements and monitoring their progress. Children enjoy taking part in role play activities that effectively promote their imaginations, such as imitating discussions on a toy telephone. Staff plan activities for children to make marks to promote their early literacy skills. Children take pleasure in making finger marks in shaving foam, using chalkboards and making prints with potatoes. Older children use mathematical words correctly to inform staff it is their birthday and how old they are. Staff teach children simple calculations and problem-solving skills, for example, by counting how many children are seated at the snack table, and they provide a varied range of puzzles to meet children's ages and stages of development.

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

Staff closely monitor children's play so that they can take safe risks while playing outdoors, for example, as they use wheeled toys to go down the ramp. Staff help children to learn right from wrong and to be mindful of the safety of others while playing on the wheeled toys. They reinforce the 'golden rules', such as 'We take care when riding our bikes.' However, staff do not always promote children's independence and self-care skills at snack times, for example, pouring their own drinks and serving themselves. Staff work with the teachers at the school and plan activities to prepare children well for when they start.

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

Staff are clear about the procedures to follow should they have a child protection concern, which promotes children's safety and welfare well. Management uses effective systems to support staff's professional development, which contributes to children making good progress. Management evaluates provision well to identify and address priorities for improvement. All recommendations from the previous inspection have been addressed. For example, there are now effective processes in place to foster a good flow of three-way communication with other early years providers and parents, which helps promote children's learning and development. Staff have good relationships with parents and outside agencies involved in children's care. This ensures that all parties contribute to children's next steps in learning, and that children's needs are met. Staff support children with special educational needs and/or disabilities well, promoting their inclusion effectively.

Setting details

Unique reference number	EY435284
Local authority	Barking & Dagenham
Inspection number	838951
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	67
Name of provider	Tracey Pogmore
Date of previous inspection	19 January 2012
Telephone number	07950865421

Buttercup Preschool registered in 2011 and is privately owned. The preschool operates from a single-storey, purpose-built portable building within the grounds of Sydney Russell Primary School, in the London Borough of Barking and Dagenham. All children share access to a secure, enclosed outdoor play area. The setting is open each weekday, from 9.30am to 12 noon, and 12.30pm to 3.00pm, Monday to Friday, term time only. The preschool employs eight members of staff. Most staff, including management, hold appropriate early years qualifications at level 3 and 2.

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