

Buttercup Pre School

The Unit, Cayton School, Mill Lane, Cayton, North Yorkshire, YO11 3NN



Inspection date

23 June 2015

Previous inspection date

14 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- The quality of teaching is consistently good. Staff use their observations and discussions with children to fully understand their learning needs and interests. Staff then plan a wide range of activities and a stimulating environment based on their wealth of knowledge about each child. As a result, all children make good progress towards their early learning goals.
- Staff welcome parents and their children warmly as they arrive in the pre-school. Parents and children play, look at their learning files and chat together with staff. This creates a calm and relaxed atmosphere where children feel safe, secure and happy.
- Partnership working is well established. Staff work together well with the host school. Effective routines to introduce children to the school environment are carefully thought through. This means that children are very well prepared as they move on to school.
- The manager has a very good knowledge and understanding of the Early Years Foundation Stage and leads the pre-school very well. Strengths and weaknesses are clearly identified through the pre-school's evaluation of their practice. Action plans support improvements which consider the needs, feelings and views of parents and children.
- Children are supported well to understand risks in the environment and what action needs to be taken to reduce these risks. Staff have very good knowledge and understanding of safeguarding procedures and know the action to take if they are concerned about a child's welfare. Consequently, children are safeguarded.

It is not yet outstanding because:

- Staff supervision does not focus sharply enough on developing outstanding teaching.
- Staff do not always give children enough time to think and respond as they play, or explore activities and resources.

What the setting needs to do to improve further

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

- review the arrangements for staff supervision to focus more sharply on developing outstanding teaching so that children make rapid progress in their learning and development
- make sure that staff give children enough time to think and respond during their play and exploration so that children's thinking skills are fully developed.

Inspection activities

- The inspector observed children's activities indoors and outdoors, speaking with children, staff and parents at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day and through written feedback.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a range of documentation including children's learning files, evidence of suitability and qualifications of staff working with the children.
- The inspector held a meeting with the manager of the pre-school.

Inspector

Jill Roberts

Inspection findings

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

The manager and staff have very good understanding of how children learn and develop because they are well qualified in their roles. They continually assess children's progress across all areas of learning and keep up to date with what children can do at home. For example, parents write down new things that children have learnt to do, adding their leaf onto the celebration tree. This then provides staff with useful information about home learning as they chat more with children about what they have done. Staff promote children's love of reading. The newly established library has a good selection of books which children can choose from. Staff use a good range of teaching strategies as they support children's play and learning. They talk to children about the new skills that they have learnt. However, on occasions children are not given enough time to think and respond, for example, as they make sand castles and see an aeroplane passing overhead. Staff ask lots of questions without allowing children time to think. This means that opportunities to further extend children's thinking skills are sometimes missed.

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

The environment is welcoming and creates a good sense of belonging for children. There are photographs of children engaged in recent activities in the main entrance. This stimulates discussion as children recall past events. Children's development files and communication books are stored in their own trays. As a result, children and parents access them freely and see the progress and development children are making. The range of resources is very good and includes equipment which can be used imaginatively and in a variety of ways. For example, children select their own resources and have great fun playing with water for long periods of time. They blow through pipes, use toothbrushes to investigate patterns and write their names on the nearby board. Consequently, children are confident, self-motivated and independent learners. Children really enjoy snack time in their cafe. They collect everything that they need, talk with their friends and staff, and wash their own pots when they have finished. This routine time is used expertly by staff to further develop children's communication and language, their social and physical skills.

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

Staff are well motivated. They know and understand their roles and responsibilities, and work together well. The manager provides staff with many different opportunities to continue their professional development. Staff attend a wide variety of local authority training courses. New ideas are met positively by the whole staff team, who are always looking for ways to improve their already good practice to ensure positive outcomes for children. However, there is scope to improve the current supervision arrangements for staff. For example, these sessions do not focus sharply enough on developing teaching so that it is inspirational and consistently of a very high quality. As a result, children are not making rapid progress in their learning and development.

Setting details

Unique reference number	EY241713
Local authority	North Yorkshire
Inspection number	848309
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	23
Number of children on roll	35
Name of provider	Claire Emma Woodhead
Date of previous inspection	14 May 2009
Telephone number	07890 285801

Buttercup Pre School was registered in 2002 and operates in the grounds of Cayton Primary School. The pre-school employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3. The pre-school opens five days a week from 8am to 4pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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