

Buttercups Nursery School Ltd



Gull Coppice, Whiteley, Fareham, Hampshire, PO15 7LA

Inspection date

29 July 2015

Previous inspection date

13 January 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The strong leadership team effectively oversees the excellent systems for the safe and smooth running of the nursery with all requirements met well. All those involved have a clear understanding of their responsibilities to safeguard children.
- Exemplary reflective evaluation and the strong focus on developing the skills of staff bring about continuous improvements for children. This has a very positive impact on staff practice, the quality of interaction and the activities provided to support children's learning. Management is rigorous in monitoring children's progress.
- Staff are committed to providing a fully inclusive service. The high number of well-qualified staff and very effective organisation mean that all children, including those with communication difficulties and special educational needs and/or disabilities, receive excellent support.
- A well-established key-person system helps children to form secure attachments. This promotes children's emotional well-being very effectively and provides a strong base for their learning. Staff meet children's physical needs highly effectively.
- The highly successful partnerships with parents, external agencies and other early years providers ensure all children's individual needs are met. As a result, children make excellent progress and are extremely well prepared for the next stages in their learning now, and for when they go to school.
- The quality of teaching across the nursery is outstanding. Staff provide an exceptional range of high-quality learning experiences for children, both inside and outdoors. The highly stimulating and extremely well-organised environment enables children to be independent and to initiate their own play and ideas. As a result, children are highly motivated and eager to explore and learn.

What the setting needs to do to improve further

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

- extend the excellent teaching for literacy and help prepare those going to school even further by increasing opportunities for children to see their last names.

Inspection activities

- The inspector observed staff and how they interact with children during play and learning activities, and viewed the play areas and resources.
- The inspector undertook a number of joint observations with the manager.
- The inspector sampled a range of documentation relating to children's development, staff suitability, training records and safeguarding procedures.
- The inspector had discussions with the owners and staff. She spoke with children and parents to gain their views of the nursery.
- The inspector discussed the nursery's self-evaluation and how the action plan is used to bring about continuous improvement, including how the recommendations made at the last inspection have been met. She discussed how staff work with other early years providers, other professionals and parents, and how diversity is promoted.

Inspector

Jacqueline Munden

Inspection findings

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

Staff meticulously assess children's levels of development and are clear how they plan to help each child progress. They use effective ways to involve parents fully in the process. Staff give children's communication and language development very high priority. They plan specific small language group sessions and use every opportunity as children play to build their vocabularies and to help them become very confident speakers. For example, staff focus on building the younger children's listening skills through play, which includes following instructions while playing a parachute game. Older children have a very good knowledge of letters and sounds; they confidently selected objects and accurately matched them up with the corresponding letter card. Children are eager to take part, listen intently and remain focused for very long periods. Many write their first names, although they have few opportunities to practise their last names to help them prepare even better for school. At the inspection, staff used children's spontaneous play in the mud kitchen to help children recall and re-enact making the cakes they had made previously in nursery. They expertly asked questions that encouraged children to speak and that built on children's already excellent mathematical skills. Children handled containers and tools as they poured and stirred their cake mixture, which developed their coordination and physical skills needed for writing.

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

Staff use very effective methods to get to know and support children and their families, which include visiting them in their homes before they start at nursery. Staff are extremely sensitive to children's needs and adapt the routines to ensure all children feel secure. Strategies learned through training means all staff follow a consistent and very positive approach to managing children's behaviour. Staff work closely with parents to ensure continuity. Children develop excellent negotiation skills that help them to build friendships and to work alongside others exceptionally well.

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

Management encourages and provides many opportunities for staff to share the skills they gain from training with each other. This helps to increase staff's professional development and their teaching skills highly effectively. A detailed review of the construction area showed that fewer girls than boys engaged in this type of play. Knowing that women are less likely to enter into careers in construction, the manager set about increasing children's interests. She used highly effective methods that included providing wooden blocks in the home corner, which children use to build cots and beds for the dolls. This has generated new interest in construction from the girls and the boys now build with more purpose.

Setting details

Unique reference number	EY226083
Local authority	Hampshire
Inspection number	842652
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	35
Name of provider	Buttercups Nursery School Ltd
Date of previous inspection	13 January 2010
Telephone number	01489 881802

Buttercups Nursery School Ltd registered in 1998. It operates from rooms within Whiteley Community Centre in Fareham, Hampshire. The nursery opens each weekday from 8am until 6pm all year, except for one week over Christmas and Easter and all public holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years old. There are six members of staff employed to work with the children, including the two owners who manage the nursery. One of the owners holds a relevant early years degree and a further four members of staff hold a relevant early years qualification at level 3.

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