

Inspection date	30 October 2015
Previous inspection date	17 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The provider and her staff maintain a safe and secure environment. They are alert to circumstances that might cause concerns about a child's safety. Staff have a clear understanding of the procedures to follow.
- Children have fun, engage in their play well and make good progress. Staff support children effectively and extend their learning well. For example, they actively involve themselves in children's play and ask questions that help children to think and develop their ideas.
- The effective key-person system ensures all staff have a good understanding of, and are able to meet, the needs and interests of individual children.
- Staff establish good working relationships with parents. They share information about children's progress, for example, through regular meetings, and invite parents to contribute their ideas to support children's learning. Parents speak highly of the nursery and the support they receive.
- The management and staff regularly monitor the quality of the activities and resources. For example, they know what they need to improve and how to achieve this.

It is not yet outstanding because:

- Staff do not always build on children's understanding that print has meaning with, for example, written words across all areas of the environment.
- The systems used by management to monitor the progress of different groups of children are not always highly effective. This means they are not completely confident that all children make the best possible progress.

What the setting needs to do to improve further

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

- continue to improve the monitoring of the progress that specific groups of children make so any additional support is swiftly targeted
- provide more opportunities throughout the environment for children to understand that print carries meaning.

Inspection activities

- The inspector observed activities in the playroom and outdoor learning environment.
- The inspector held discussions with the provider and deputy manager about their understanding of the learning and development and safeguarding requirements.
- The inspector completed a joint observation with the deputy manager.
- The inspector sampled documents, including some policies and procedures, planning documents and children's development records.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Bernadette Gibbs

Inspection findings

Effectiveness of the leadership and management is good

The robust recruitment practices ensure that staff are suitable to work with children. The provider and her management team place a strong focus on staff performance and development and effectively monitor staff practice. Regular meetings support staff in identifying where they have strengths and where they need to improve, such as from colleague support or further training. For example, a member of staff recently attended training to support children with speech and language delay. Safeguarding is effective. All staff attend relevant training and have a good understanding of the procedures to follow. Daily checks and thorough risk assessments help minimise hazards to promote children's safety. Strong links are in place with the on-site school, for which before and after school care is provided, for sharing events such as harvest festival and sports day.

Quality of teaching, learning and assessment is good

Staff have a good understanding of children's individual learning needs and provide a good balance of freely chosen and planned activities. They provide an appealing and well-organised environment that promotes children's involvement in their learning. Staff use every opportunity to extend children's understanding of mathematics. For example, they learn about halves and quarters as they cut fruits at snack time and count the pieces on their plate. Staff promote children's imagination and communication and language skills well. For instance, they help children build on their imaginary play and ideas through discussions, such as an interest in space travel. Children learn about their local community and healthy lifestyles. For instance, they visit the local shops to buy vegetables for their role play shop. This is linked with growing some vegetables themselves, which supports learning about healthy eating and where food comes from.

Personal development, behaviour and welfare are good

Children settle quickly and are happy and confident as they play and explore. Children are kind and polite to their friends as they share and take turns with popular activities such as the computer and using the slide. Good hygiene practices are promoted through everyday routines and children manage their personal care independently. They learn to keep themselves safe on outings in the local area. For example, they listen to adult instructions about walking closely to the side of the road and waiting in the bus shelter until the bus has stopped. Children develop their physical skills well, for example, they run, jump and climb using the well-resourced outdoor learning environment.

Outcomes for children are good

Children make good progress from their starting points. They develop the skills and capacity to learn in preparation for their next stage of learning, such as school.

Setting details

Unique reference number	EY298807
Local authority	Kent
Inspection number	833982
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	15
Name of provider	Stephanie Jane Howard
Date of previous inspection	17 June 2010
Telephone number	01303 844658

Buttercups registered in 2005. It is based in the community centre in the village of Selsted, near Hawkinge between Canterbury and Folkestone. The setting is open from 8am to 6pm throughout the year. The provider employs five members of staff; of these, four staff hold appropriate early years qualifications between level 2 and level 4. The provider is in receipt of funding for free early years education for children aged two, three and four years.

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