

Buttercup Corner Day Nursery

19 Mough Lane, Oldham, Lancs, OL9 9NT



Inspection date

13 October 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Parent partnerships are a real strength. There are highly successful strategies to support parents with a range of issues. Parents are very complimentary about the level of care and learning their children receive and the wealth of information shared.
- The provider has given significant thought to the layout of each of the playrooms. All rooms are stimulating and resourced with high-quality equipment. Each age group has their own outdoor space direct from the indoor learning environment.
- Partnerships with other professionals are fully in place, particularly to support children who have special educational needs or disability. This collaborative working helps to ensure children's emotional well-being and educational needs are very well supported.
- Staff make good use of the systems that are in place to help monitor the progress children make in their learning and development. Observations, assessments and tracking of children's progress are accurate.
- Children arrive confidently, ready for a fun day of play and learning. Good relationships with key persons help to foster children's sense of self and effectively support their emotional well-being. Outcomes for all children are good.

It is not yet outstanding because:

- Although staff's teaching is good, it is not yet consistently of a very high quality to help support children to make first-rate progress in their learning.
- Occasionally, some group-time sessions are not as successful in engaging all children fully, so that they are highly challenged and motivated in order to maximise their learning potential.

What the setting needs to do to improve further

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

- build on the programme for continuous professional development to help staff consistently deliver high-quality teaching
- review and adapt the organisation of group activities so that they are highly effective, to help all children remain fully focused and highly engaged with the learning taking place.

Inspection activities

- The inspector was given a tour of the nursery by the provider/manager.
- The inspector observed the quality of teaching in all age groups, during activities inside and outdoors, and assessed the impact this has on children's learning. She also accompanied staff and children aged between two and three years to the park.
- The inspector and provider/manager had discussions regarding a selection of activities and assessed the learning taking place.
- The inspector looked at a sample of children's electronic assessment records and discussed the systems for supporting children's play experiences.
- The inspector held a meeting with the provider/manager. She looked at documentation, such as evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views. The inspector also read emails sent to the provider/manager.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is good

The provider, who is also the manager, is very passionate and has high expectations of staff and children. She leads a team that is well qualified and has a range of experiences working within early years. Overall, all staff, including those who are training, are supported through supervision sessions and further training to develop their overall practice. The provider completes a self-evaluation process. Staff, parents and children are encouraged to share their thoughts and feelings about the provision. The provider uses this information to set goals to work towards. Arrangements for safeguarding are effective. Staff have a good understanding of what they need to do if they have concerns about a child's welfare or development. Children's safety is promoted well. The nursery is very well maintained and risk assessments, including for outdoor adventures, are in place.

Quality of teaching, learning and assessment is good

Overall, staff help children develop their knowledge, skills and confidence to achieve well. Children, generally, take the lead in their learning and play experiences. They select which activities they want to explore. Staff use their interactions with children to help extend their discovery and learning. Outside, there is much laughter as babies enjoy the challenge of learning how to blow bubbles and then pop them. Children aged two to three years take a trip to the local park to collect autumnal items. Teaching during this activity is very good. Staff are attentive to children's needs, helping them explore and describe the objects they find. Pre-school children are supported to take manageable risks during their play. For example, children challenge each other to walk across the wooden beams.

Personal development, behaviour and welfare are good

Children, parents and visitors receive a very warm welcome when they arrive at the nursery. Security features are strong, contributing to children's safety. Staff promote an inclusive environment where all children are valued as unique individuals. This helps them to settle into nursery life and form close bonds with staff. In addition, it ensures that every child has their needs firmly considered. Children's good health and physical development are fostered very well. Many of the children enjoy being outdoors exploring the stimulating environment. Children become independent in managing some aspects of their personal care routines. Snacks and mealtimes are sociable occasions where children enjoy eating nutritious home-made foods. Staff are very good role models, which has an increased benefit in children displaying good behaviour. Children's confidence and self-esteem are well promoted through consistent praise and positive encouragement.

Outcomes for children are good

Children who are not reaching age-appropriate levels of development on entry are provided with targeted support to help close the gaps. Babies are supported to build a secure foundation for their learning. Staff focus on communication and language, physical skills and personal, social and emotional development. Toddler aged children develop their skills in sharing and learning how to manage their thoughts and feelings. Pre-school children begin to learn new skills that will help them succeed in future learning at school. They develop their writing skills as they copy patterns in gloop mixture.

Setting details

Unique reference number	EY490859
Local authority	Oldham
Inspection number	1027069
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	76
Number of children on roll	124
Name of registered person	Play Learn & Grow Limited
Registered person unique reference number	RP534702
Date of previous inspection	Not applicable
Telephone number	07948 603 562

Buttercup Corner Day Nursery was registered in 2015. The nursery employs 22 members of childcare staff, including the provider/manager. 21 members of staff hold appropriate early years qualifications at levels 2 to level 6. The nursery opens Monday to Friday, from 8am to 6pm, all year round, with the exception of one week at Christmas and bank holidays. The nursery also offers before- and after-school care and school holiday care. The nursery provides funded early education for two-, three- and four-year-old children and supports children who have special educational needs or disability.

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