

Report for Childcare on Domestic Premises

Inspection date

19 October 2016

Previous inspection date

23 September 2013

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have high expectations for children's development. They observe children as they play and learn, and accurately assess any areas where they may need extra support. Staff guide the next steps in children's learning and help children make good progress from their starting points.
- Children develop extremely warm and close relationships with staff. Staff sensitively support children to follow the daily routines with excellent levels of independence.
- Children are motivated to become highly active learners. They play in excellently resourced indoor and outdoor play areas that help to thoroughly ignite their curiosity and imagination.
- The professional development of staff is given high priority. Staff confidently talk about the positive impact training has on their practice. For example, recent training in supporting children to explore and test their ideas has been highly successful in encouraging children's already exceptional confidence and self-assurance.

It is not yet outstanding because:

- Older children do not have consistent opportunities to experiment with early writing to extend their literacy skills further as they play.
- Staff do not make the best use of opportunities for children to develop an understanding of different traditions in the wider community.

What the setting needs to do to improve further

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

- provide opportunities for older children to develop their early writing skills easily during their everyday activities
- extend the range of activities to support children's understanding of different cultures and traditions in the wider community.

Inspection activities

- The inspector observed staff interactions with children during activities within the nursery and the outside areas, and looked at the rooms and the range of resources and equipment on offer for children's use.
- The inspector carried out a joint observation with a senior member of staff, and discussed activities and children's learning and progress with the staff during observations of their play.
- The inspector looked at a range of documentation, including records relating to children and the nursery's safeguarding procedures, and held discussions with the manager.
- The inspector had discussions with staff and the manager about what children learn from different activities.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Judith Harris

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are fully aware of their roles and responsibilities and understand their duty to help prevent children being put at significant risk of harm. The manager makes good use of regular staff supervision opportunities and teamwork to support staff and monitor practice. She carefully checks the progress of groups and individual children to identify and address any gaps in teaching and learning. The manager evaluates the quality of the nursery effectively to identify what needs to improve. This includes gathering the views of parents, children and staff to include their ideas in plans for development. Staff work with parents well to meet children's needs.

Quality of teaching, learning and assessment is good

Staff make effective use of the information from regular and precise assessments of children's learning to plan activities that provide appropriate challenges. Staff encourage children's communication and language skills well. For example, they use conversations at different activities to introduce new words and help children to talk about their play. Staff support children's physical development effectively. For example, children take part in extensive outdoor activities where they use a wide range of equipment to climb, balance and slide. Indoors, children use tools with care and skill. They use a good range of mathematical language. Staff encourage children to count with confidence and name shapes and sizes as they describe what they do.

Personal development, behaviour and welfare are outstanding

Children are exceptionally well settled, which helps to nurture excellent levels of emotional well-being and the confidence to learn through trial and error. Children are outstandingly inspired through a wealth of activities and resources in the absorbing indoor environment and the exceptionally stimulating outdoor area. This supports them to develop high levels of curiosity and fascination for experimenting and exploring their own ideas. For example, children delighted in an outing to local woodland. This helped them to make extensive exploration of the natural environment and use their excellent imaginative skills to create homes for their hedgehog models. Staff support children as they learn very quickly how to keep themselves safe. For example, on the woodland walk children showed that they have a very clear understanding of road safety.

Outcomes for children are good

Children benefit from skilful support for their social development. For example, at lunchtime the children thoroughly enjoy a homely, family style meal where they are able to take part in laying the table and serving themselves. Children are very good listeners and able communicators. For example, in group sessions they take turns and contribute well to discussions. Children very quickly gain the skills for moving on to school successfully.

Setting details

Unique reference number	EY420770
Local authority	Wiltshire
Inspection number	1062423
Type of provision	Full-time provision
Day care type	Childcare - Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	38
Number of children on roll	59
Name of registered person	
Registered person unique reference number	RP910959
Date of previous inspection	23 September 2013
Telephone number	

Buttercups Kindergarten registered in 2010. It operates from Sprays Farm, near Calne, Wiltshire. The nursery is open each weekday from 8am to 5.30pm, all year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 10 members of staff, of whom eight hold appropriate early years qualifications. The nursery manager holds a BEd Honour Degree in Education.

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