

Buttercups Day Nursery Ltd



14 Tweseldown Road, Church Crookham, Fleet, Hampshire, GU52 8DE

Inspection date 1 September 2017
Previous inspection date 27 August 2014

| 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

- Parents comment that staff have a professional attitude and are extremely supportive. Parents contribute to their children's initial assessments and they receive good guidance to continue with their child's learning at home. They have frequent opportunities to discuss their children's progress.
- Staff create a calm, relaxed and friendly atmosphere. They form close and supportive relationships with children, which helps them to feel happy, safe and well cared for.
- Staff model clear speaking and careful listening. They give children time to reflect and collect their thoughts. This helps children to communicate their ideas with confidence.
- Staff have good working relationships with other professionals involved in children's care. This practice helps staff to put appropriate support in place for children who need it. All children, including those who have special educational needs, make good progress from their starting points.
- Staff establish strong and effective partnerships. They build links with the local community, other professionals and early years settings that children attend to promote continuity for children's progress and well-being.

It is not yet outstanding because:

- Staff do not always make use of everyday opportunities and experiences to encourage children to celebrate the similarities and differences between themselves and others. This does not help to enhance their awareness of diversity further.
- Staff sometimes miss opportunities to further develop older children's understanding of mathematics and mathematical language.

What the setting needs to do to improve further

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

- extend children's knowledge and understanding of the similarities and differences between themselves and others, to further develop their awareness of diversity
- use all opportunities to further develop older children's understanding of mathematics and use of mathematical language.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and they discussed their findings.
- The inspector discussed planning and children's progress with the key persons and manager. She discussed staff suitability and qualifications, and the nursery's action plan with the manager.
- The inspector spoke to staff about their knowledge of child protection and the procedures they follow to keep children safe.
- The inspector spent time with and took account of the views of parents and children.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff are well qualified. They consistently promote, review and monitor children's ongoing learning and progress. Additional funding has been used creatively to make an area where children are able to explore their emotions safely. The arrangements for safeguarding are effective. All staff know the possible signs of abuse and when and where to refer any concerns they may have about a child in their care. The manager effectively monitors staff performance, such as through individual support meetings and targeted training. The manager and staff effectively evaluate their practice and areas of development for the nursery well. They use these reflections to make improvements to their current practice.

Quality of teaching, learning and assessment is good

Staff use their observations to make assessments and plan for children's next steps in learning. They understand the different ways in which children learn, providing good resources, activities and support to meet their individual needs. For instance, older children develop good literacy and imaginative skills as they engage in storytelling activities and staff enhance story time with puppets and props. Staff challenge and build upon the children's thinking and understanding of stories through effective questioning. Staff support children to learn and care about the world around them. For example, children talk about growing food to eat. They are excited to harvest the green beans they have grown and eat them with their lunch. Staff encourage young babies to spend time on their tummies to help develop their core muscles. For example, by stretching to reach interesting objects that staff place just out of their reach.

Personal development, behaviour and welfare are good

Staff care for children in a stable environment and effectively nurture their well-being. Most of the staff have worked in the nursery for a considerable period. This helps children to form strong relationships with them as they move through the nursery. Children are confident and they talk with staff and choose where they want to play. Children behave well. They respond positively to reminders about the nursery 'golden rules', such as using gentle hands and walking feet indoors. Children are independent learners. They have access to a good range of resources that they use to extend their child-initiated play. Regular access to the outdoor learning environment supports those children who prefer to learn outside to have opportunities to develop their skills. This also helps to promote good health and physical well-being.

Outcomes for children are good

Older children practise their early writing skills, for example, they spend time pretending to write letters and address envelopes before 'posting' them to their friends. Young children learn about early technology, such as when they press buttons in books, enjoying the different sounds they make. Children's move between rooms is handled slowly and sensitively. Children are emotionally ready for their move through the nursery and eventual move to school.

Setting details

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| Unique reference number | EY355458 |
| Local authority | Hampshire |
| Inspection number | 1070877 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 29 |
| Number of children on roll | 47 |
| Name of registered person | Buttercups Day Nursery Limited |
| Registered person unique reference number | RP527007 |
| Date of previous inspection | 27 August 2014 |
| Telephone number | 01252 669982 |

Buttercups Day Nursery Ltd registered in 2007. The nursery is situated in Church Crookham, in Fleet, Hampshire. The nursery is open from 7.45am to 6pm each weekday, for 51 weeks of the year. The nursery employs 14 members of staff. Of these, 12 hold appropriate early years qualifications at levels 3, 5 and 6. The nursery provides funded early education for two-, three- and four-year-old children.

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