

Inspection date	31 January 2018
Previous inspection date	20 May 2015

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 manager and staff are enthusiastic about their roles and are keen to maintain good standards throughout the setting. Self-evaluation is accurate. The manager supports staff to access a wide range of training opportunities to help them to maintain good-quality practice.
- The environment is bright, welcoming and stimulating. Staff provide a good range of experiences that enables children to lead their own learning and build on their interests.
- Children have fun and enjoy their time at the setting. They are articulate and confident during their play and interact positively with visitors.
- Staff are kind and caring. Children form strong bonds with them and are relaxed in their care. This helps to support children's emotional well-being and growing self-confidence.
- Staff regularly assess children's progress and use the information to plan for the next step in their learning and development. Children make good progress.
- Partnerships with parents are highly effective. Staff establish strong relationships with parents from the start. Information about children's care, well-being and achievements is shared through daily conversations and written progress reports.

It is not yet outstanding because:

- The strategies used by staff to support children's understanding of everyday routines and boundaries are not entirely effective.
- On occasions, younger children are not fully encouraged or supported to participate and join in with group activities.

What the setting needs to do to improve further

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

- strengthen the strategies used to support children's understanding of everyday routines and boundaries so that they have an even clearer understanding of what is expected of them
- support younger children to participate more fully in group activities.

Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences, indoors and outdoors.
- The inspector observed and evaluated a learning activity with the manager.
- The inspector viewed evidence of the suitability of staff working at the setting.
- The inspector talked to the manager about her priorities for improvement.
- The inspector spoke to staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day.

Inspector

Tina Smith

Inspection findings

Effectiveness of the leadership and management is good

The enthusiastic manager and motivated staff have high expectations about what children can achieve. They meet regularly to identify training and development opportunities and discuss how they can enhance the experiences offered to children. Partnerships with other providers and professionals are good. Safeguarding is effective. Staff are well deployed and supervise children closely. A good range of training has been completed to underpin safeguarding within the setting. All staff hold current paediatric first-aid certificates. Staff are knowledgeable and understand how to recognise possible signs and symptoms of abuse. They are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm. Staff are confident in the procedures to follow if they have concerns about a child's welfare. Robust procedures for recruitment and to check the ongoing suitability of staff are implemented effectively.

Quality of teaching, learning and assessment is good

Staff know the children well. They make learning enjoyable. Children think and predict what might happen as they build with bricks. Children skilfully use magnifying glasses to explore and investigate soil. Staff encourage children to develop their own ideas. Children competently use tools to mash garlic and beans. They thoroughly enjoy tasting the hummus they have made. Young children use their imagination as they pretend to cook. They are engaged and focused, carefully placing resources into a chosen box. Staff support children to try new things and take risks to succeed. For example, they support pre-school children to balance on the small steps they have built with bricks.

Personal development, behaviour and welfare are good

Children's health and physical development are promoted effectively. Good settling-in procedures ensure that children are ready for the move from home to the setting. Staff organise resources to enable children to explore their own ideas and move freely between the inside and outside. The recently refurbished outdoor area is extremely inviting. Children excitedly fill and empty different-sized containers with sand. Young children eagerly use ride-on toys. Children understand the importance of washing their hands to get rid of germs and staff talk to them about healthy eating. Staff teach children good manners and fundamental values, such as sharing and being polite and kind to each other.

Outcomes for children are good

All children make good progress from their starting points and acquire key skills required in preparation for school. Children show sustained levels of concentration and enjoy trying new experiences. They are confident and independent. Children make choices about what they want to do and manage their own care needs. Children learn key skills in literacy as they practise writing and learn the sounds that letters represent. Young children enjoy giving meaning to the marks they make. Children's early mathematical skills are developing well as staff incorporate numbers, counting, shape and size into everyday activities.

Setting details

Unique reference number	EY435284
Local authority	Barking & Dagenham
Inspection number	1095109
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	55
Name of registered person	Tracey Louise Pogmore
Registered person unique reference number	RP513667
Date of previous inspection	20 May 2015
Telephone number	07950865421

Buttercup pre-school registered in 2011. The pre-school employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 3 or 2. The pre-school is open each weekday from 9.30am to 3.00pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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