

Buttercups Children's Nursery

Combs Ford Primary School, Glemsford Road, Stowmarket IP14 2PN



Inspection date	15 August 2018
Previous inspection date	Not applicable

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

The provision is good

- The managers are committed to providing children with high-quality experiences. They regularly reflect on the nursery, which includes gathering the views of parents. This helps them to continually identify ongoing improvements to benefit children.
- Staff provide a warm, caring and friendly environment. Children of all ages demonstrate that they are happy, settled and very comfortable in the nursery. This has a positive effect on their emotional well-being.
- The staff team works well together and staff share good practice with each other. They benefit from a wide range of training opportunities to enhance their skills and teaching practice, to improve outcomes for children.
- Staff support children's literacy skills well. Children have regular access to a range of books and resources to stimulate their early reading and writing skills. This helps to prepare them well for their eventual move on to school.
- Children follow good hygiene routines and experience sociable mealtimes. They have daily opportunities for fresh air and exercise in the outdoor areas. These help to promote their good health and support their physical well-being.
- The managers have built purposeful relationships with the staff at the host school. They are committed to working together with them to ensure that children experience a seamless move on to school.

It is not yet outstanding because:

- Although staff work well with parents, they do not gather precise information from them about children's learning and achievements at home when they first start at the nursery.
- Occasionally, staff do not make the most of opportunities to provide high levels of challenge and fully extend children's learning.

What the setting needs to do to improve further

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

- work more closely with parents to gather detailed information about what their children can already do so that their starting points in learning can be collaboratively identified on entry
- provide additional challenge for children and maintain high expectations for children's achievements in all activities.

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 spoke with staff and children during the inspection.
- The inspector completed joint observations with the nursery managers.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The managers implement thorough procedures to ensure the safe recruitment and ongoing suitability of staff. All staff have a clear understanding of their role to protect children from harm. They know the possible signs of abuse and neglect and understand the wider issues surrounding child protection. Staff are fully aware of what to do should they have concerns about children's welfare. The managers ensure that staff keep their knowledge up to date. They support their staff through ongoing discussions about practice and regular supervisory meetings. Staff incorporate new ideas into the provision, such as adding a cosy area in the Buzzy Bee room. The managers closely monitor children's progress. They evaluate the progress made by groups of children. This helps them to target areas specifically where children may need additional support to help them make good progress. Parents are extremely complimentary about the nursery and comment that they recommend it to others.

Quality of teaching, learning and assessment is good

Children build their confidence as they explore the stimulating learning environments. They make their own play choices and access the activities they enjoy. For example, children catch bubbles and eagerly experiment with paint, water and shaving foam. Staff interact with children purposefully. They get down to their level and join in with their play experiences. Staff get to know children well and have a good awareness of their individual needs. They talk to children about what they are doing as they play. Babies are inquisitive and actively explore their surroundings. They have ample space to move around safely, which supports their physical development. Staff support children to develop their communication skills. For example, they sensitively repeat words back so that children can hear them pronounced correctly.

Personal development, behaviour and welfare are good

Staff ensure that settling-in procedures for children are effective. For example, they find out about home routines to provide consistency of care. Babies and young children sleep or rest according to their needs. Children build good relationships with their key person and other staff. Staff help to prepare children well for their move from one room to the next. For example, they provide opportunities for children to become familiar with the new environment. Healthy eating is promoted well. Staff are aware of children's special dietary needs and allergies. Children behave well as staff are calm, positive role models. Staff praise children as they recognise their efforts and achievements. This helps to raise children's confidence and self-esteem.

Outcomes for children are good

Children successfully gain the skills they need to support their future learning, including their eventual move on to school. For example, they demonstrate a good level of confidence and curiosity. Children make friends and enjoy their play together. They learn how to share and take turns. Children become more independent. For example, they pour their own drinks and wash their plate after snack. Children readily go to staff for support when necessary. They develop their personal care skills well, relevant to their age and ability.

Setting details

Unique reference number	EY536054
Local authority	Suffolk
Inspection number	10067412
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 8
Total number of places	40
Number of children on roll	69
Name of registered person	Buttercups Children's Nursery Limited
Registered person unique reference number	RP536053
Date of previous inspection	Not applicable
Telephone number	01449 61596

Buttercups Children's Nursery registered in 2016. The nursery employs 12 members of childcare staff. Of these, 10 staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. An out-of-school club also opens from Monday to Friday all year round. Sessions are from 7.45am to 8.50am for the breakfast club, from 3pm to 6pm for the after-school club and from 8am to 5.30pm for the holiday club.

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