

Buttercups Ltd

Hope Cottage, Lane End, Hopwood, Heywood, Lancashire OL10 2JE



Inspection date	13 November 2018
Previous inspection date	19 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- The nursery is safe and secure, with a newly built outdoor classroom to enhance children's learning even further. Staff provide lots of stimulating and challenging activities so that children have fun while they learn.
- Managers and staff have developed excellent relationships with parents. An effective key-person system means that children's individual needs are met, including those who require extra care and support.
- Leadership is strong. Managers work closely with staff to identify training needs so that they continuously improve their practice. Managers use self-evaluation to reflect on the quality of the nursery and include the views of parents and staff to help make improvements.
- Staff are positive role models. They are polite and courteous to children and colleagues. They sit with children at lunchtimes to encourage good manners. Children clearly demonstrate their understanding of expected behaviour.
- Children enjoy their time at nursery and make good progress from their starting points. Pre-school children develop confidence and are well prepared for their transition to primary school.
- Staff do not use all the information gathered from assessments of children's progress to inform their planning for each child's next steps in their learning.

What the setting needs to do to improve further

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

- support staff to plan activities that are informed by each child's individual learning and development needs.

Inspection activities

- The inspector had a tour of the setting to check its suitability and the quality of resources.
- The inspector observed and assessed the quality of teaching and learning during indoor and outdoor activities.
- The inspector spoke to staff, parents and children throughout the day.
- The inspector completed a joint observation with a manager.
- The inspector held a meeting with managers where she checked policies and procedures, including the suitability of staff based on their qualifications and Disclosure and Barring Service checks.

Inspector

Terri Hacking

Inspection findings

Effectiveness of leadership and management is good

Managers are highly motivated to make improvements to the nursery and their evaluation of practice highlights any areas of weakness. They use pupil premium funding effectively to best support children's needs. Managers use safe recruitment and thorough staff induction processes. Staff can recognise signs of abuse and know what to do if they have concerns about a child. Safeguarding is effective. Managers invest in staff training and encourage peer observations to support staff to recognise good practice. Staff share information with parents in a variety of ways. For example, through verbal daily discussion, via the up-to-date social media page, and at coffee mornings and parent training sessions. Managers work closely with local agencies. For example, they support the local food bank and have introduced a teeth brushing scheme for children as part of a wider initiative. Staff complete progress checks for children aged between two and three years. They add the results to the child's red book so that parents and health visitors can compare them with their own assessments.

Quality of teaching, learning and assessment is good

Children become fully absorbed in their learning. They predict what happens next in stories, rhymes and counting. Children learn about colour, size and texture using different materials in their creative activities. For example, they use straws with paint to make pictures and spaghetti with cereal hoops to create hedgehogs. Children develop their communication skills as they sit in small groups in the outdoor classroom. For example, they listen carefully and recognise animals from pictures shown. Children make the animal sounds and discuss where animals live and what they eat. They make links to their own pets and share knowledge about how to care for them, including when they are sick or injured. As a result, they are increasing their understanding of the world and developing empathy. Staff make accurate assessments of children's progress. However, planned activities are based on interests rather than their next steps. They work with the local school to agree ways to support transitions, such as how to introduce letters and sounds.

Personal development, behaviour and welfare are outstanding

Managers' procedures for settling children in are exemplary and they give the highest priority to children's health and care needs. Managers ensure that every child's individual needs are fully known and are met, including any medical needs. Staff do their utmost to promote children's health, independence and self-care. Children always brush their teeth after meals and pre-school children recognise their own name on their toothbrush case. Staff support children to select their own food portions and wash their own hands. Children pour their own water and staff praise them for trying to use cutlery correctly. Babies learn to feed themselves with support and encouragement from staff. Staff use nappy time to chat to children and give lots of eye contact.

Outcomes for children are good

Children make good progress from their starting points. They are working comfortably within the expected development range for their age. Children know their routines and can follow simple rules. They are learning to be independent and socialise well with staff

and their peers. Children are well prepared for the next stage in their future learning.

Setting details

Unique reference number	316445
Local authority	Rochdale
Inspection number	10071149
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	0 - 4
Total number of places	64
Number of children on roll	98
Name of registered person	Buttercups Limited
Registered person unique reference number	RP903585
Date of previous inspection	19 February 2015
Telephone number	01706 366 311

Buttercups Ltd registered in 2000. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at levels 2 or 3. In addition, the manager has completed an early years degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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