

# Buttercups Care Ltd

361a Walderslade Road, Walderslade, CHATHAM, Kent ME5 9LW



<b>Inspection date</b>	5 June 2019
Previous inspection date	7 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

### This provision is good

- The managers and staff closely monitor and track all children's progress. This enables them to quickly highlight any gaps in development. Staff provide children with good support to help them catch up in their learning. All children make good progress, including those with special educational needs and/or disabilities (SEND).
- All children develop good communication skills. Staff consistently use simple signing and ask questions effectively to support children's speaking and listening skills well.
- Children have good opportunities to develop their physical skills. They negotiate obstacles with confidence, for example balancing and climbing on tyres and crates.
- There are good opportunities for children to learn about other people's similarities and differences. For instance, they explore henna patterns traditional to Indian cultures.
- All staff establish positive partnerships with parents and keep them well informed. For example, they regularly share ideas to enjoy at home with their children, such as cooking recipes.
- Staff get to know children's individual personalities well. They establish secure and trusting relationships with them. Children are happy and have a good sense of belonging and positive well-being.
- Staff do not organise larger group activities effectively to ensure that they fully engage children of all ages in the learning experiences.
- Staff do not consistently encourage children to be independent and complete their own tasks, to help them gain even more skills to support their future learning.

## What the setting needs to do to improve further

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

- review and improve the organisation of larger group activities to ensure that staff keep children of all ages and abilities fully engaged in their learning opportunities throughout
- build on children's opportunities to be consistently independent and complete their own tasks.

### Inspection activities

- The inspector observed the staff interacting with children and assessed the impact this has on children's learning.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including evidence of the suitability of all those working at the nursery.
- The inspector spoke to the manager, children, parents and staff, and considered their views.
- The inspector carried out a joint observation with the manager.

**Inspector**  
Kelly Hawkins

## Inspection findings

### Effectiveness of leadership and management is good

The managers and staff evaluate their practice together effectively. Staff hold daily discussions to reflect on the day's events and activities. They consider how well they captured the attention of children. Staff use their findings to develop their quality of provision. The managers closely monitor the consistency of care and teaching that staff provide for children. For example, they observe staff interact with children and provide them with helpful advice to support their future practice and highlight any training needs. All staff are keen to build on their skills and knowledge even further. They attend regular beneficial training. For instance, they have learned how to observe, plan and assess children's progress more thoroughly. Safeguarding is effective. The managers and staff have a good knowledge of the safeguarding and child protection policies and procedures to follow to help protect children's safety and welfare. Children learn how to keep themselves safe. For example, they have an active role in risk assessing and confidently highlight any hazards to the staff, such as spillages.

### Quality of teaching, learning and assessment is good

Staff establish positive partnerships with staff at other settings that children also attend. This helps staff provide children with a good consistent approach to their shared care and learning experiences. For example, they regularly share children's progress. Staff support children to prepare for their eventual move to school effectively. For instance, younger children develop a keen interest in reading materials and older children recognise simple words with confidence. Staff build on children's interests well. For example, children who enjoy a story about a well-loved monster, go on to use materials such as cargo nets and planks of wood to create the character's cave. Children recall the story with confidence and bring their imagination alive.

### Personal development, behaviour and welfare are good

Children develop good social skills and build meaningful friendships. For example, they play happily together in team games and listen to each other's ideas with interest. Children are excited to take the setting's bears 'Belle' and 'Buzz' home to share adventures with. They then excitedly share their tales with their friends. All children have good opportunities to learn about the importance of healthy lifestyles. For example, they follow good health and hygiene routines. Children are keen to explore cutting healthy produce to understand healthy eating, such as spring onions, sweet potatoes, cabbages and herbs.

### Outcomes for children are good

All children, including those with SEND, make good progress in their learning. Children have good opportunities to explore and investigate. They enjoy regular planting and bug hunting activities. They grow herbs and flowers and use them to explore their senses, such as smelling lemon herbs. Children are excited to learn about life cycles, including watching their eggs hatch into chicks.

## Setting details

<b>Unique reference number</b>	EY366683
<b>Local authority</b>	Medway
<b>Inspection number</b>	10106040
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Buttercups Care Ltd
<b>Registered person unique reference number</b>	RP527568
<b>Date of previous inspection</b>	7 January 2014
<b>Telephone number</b>	01634 685 511

Buttercups Care Ltd registered in 2008. It is located in Chatham, Kent. The setting is open Monday to Friday from 7am to 6.30pm during term time and from 8am to 6pm in the holidays. It receives funding to provide free early education for children aged two, three and four years. The setting employs 10 members of staff, nine of whom hold a relevant early years qualification at level 2 and above. This includes one member of staff who has an early years qualification at level 4 and three members of staff who hold early years professional status.

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