

Buttercup Pre School

Cayton Cp School, Mill Lane, Cayton Bay, SCARBOROUGH, North Yorkshire
YO11 3NN



Inspection date	8 July 2019
Previous inspection date	23 June 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Relationships with parents are strong. Parents speak very highly of the setting. Staff regularly share information about children's progress and their development and in turn parents feel very well informed.
- Children are eager and motivated to participate in the activities that staff plan for them. They benefit from a wide range of resources in the outdoor area and choose to spend time outdoors. This has a positive impact on their well-being.
- Staff allow children time and space to develop their own ideas in their play and support children's thinking skills through asking effective questions.
- A highly effective key-person system ensures that children form close and trusting relationships with adults, helping children to feel safe.
- Children are making good progress. When gaps start to show in their development, the staff identify them and swiftly plan effective methods to address them.
- The manager and staff understand the setting's strengths and areas for development. This supports continual improvement.
- There are well-established daily routines and expectations. Children display high levels of confidence and independence and behave well.
- Staff gather some information from parents about children when they start at the setting. This helps them understand about children's life at home.
- Parents are not invited to contribute to children's assessments when they first start at the pre-school. Therefore, staff are not as well informed as they could be about what children are able to do when they join.
- Staff provide children with healthy snacks but do not consistently support children in knowing the importance of a healthy diet.
- At times, adult-led activities involve too many children and, as a result, they lose interest.

What the setting needs to do to improve further

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

- enhance the ways in which staff gather information about children before they start at the setting so that they are aware of what children can already do
- reflect on the effectiveness of the current healthy eating policy to further promote children's health.

Inspection activities

- The inspector viewed all areas of the premises used by the children, including the outdoor environment.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. This included carrying out a joint observation with the nursery manager.
- The inspector held a meeting with the manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector
Sarah Kelly

Inspection findings

Effectiveness of leadership and management is good

The manager's regular monitoring of staff ensures that they know how to improve. Safeguarding is effective. Staff demonstrate good knowledge of how to keep children safe. Adults being recruited to work in the pre-school are subject to appropriate checks to ensure their suitability to work with children. The spending of additional funding is planned effectively, according to children's needs. For example, large number boards were purchased and positioned in the outdoor area to support children with number recognition. The manager ensures that there is a highly stimulating environment, rich with interesting and challenging activities. This motivates children to learn and contributes to them being well prepared for school.

Quality of teaching, learning and assessment is good

Staff demonstrate effective teaching. They make accurate assessments of children's progress and share these with parents. Staff provide good-quality learning opportunities and extend children's thinking. For example, children are engrossed in building with blocks, planks and crates outdoors. Staff listen well to children and skilfully question them so that they have to think more deeply about the challenges they face. Staff model curiosity and enthusiasm for learning, which further engages and motivates children. Children's physical development is well supported through challenging resources. They enjoy moving tyres around to create a pile and take appropriate risks, climbing and clambering on their new structure.

Personal development, behaviour and welfare are good

Staff are excellent role models for children. They use consistent strategies to manage behaviour. As a result, children behave very well and are consistently kind and considerate of others. Children display friendly relationships with each other and play in groups, holding conversations and extending their play ideas together. Older children notice when younger children need help and assist them. For example, they find a smaller watering can to enable younger children to water plants. Staff give children lots of praise for their achievements, helping to raise their self-esteem and gain a positive sense of themselves. A very effective key-person system helps children to feel safe and secure. Children display high levels of well-being and independence.

Outcomes for children are good

Children are highly motivated and eager to learn. They engage very well in their play and quickly gain the skills needed for the next steps in their learning and school. Children receiving additional funding are very well supported. Targeted learning opportunities, such as focused number activities, ensure they make good progress.

Setting details

Unique reference number	EY241713
Local authority	North Yorkshire
Inspection number	10071073
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	23
Number of children on roll	40
Name of registered person	Woodhead, Claire Emma
Registered person unique reference number	RP513670
Date of previous inspection	23 June 2015
Telephone number	07890 285801

Buttercup Pre School registered in 2002 and operates in the grounds of Cayton Primary School. The pre-school employs six members of childcare staff. Five hold appropriate early years qualifications at level 3. The pre-school opens five days a week from 8.45am to 3.15pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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