

# Buttercups at Chalfont

Buttercups, The Lodge, Chalfont Park, GERRARDS CROSS,  
Buckinghamshire SL9 0GA



<b>Inspection date</b>	1 August 2019
Previous inspection date	3 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Experienced and well-qualified staff offer excellent opportunities that support children's learning. They are extremely good role models for new and less-experienced staff to learn from.
- Partnerships with parents are very strong. Parents value the superb experience that their children receive. They are absolutely delighted with how happy their children are, the progress they are making and how caring, kind and supportive the staff are. Parents say they receive very regular updates on their children's learning and development, which they eagerly complement at home.
- The managers use reflection exceptionally well to help them identify aspects of practice that can be enhanced. They successfully involve staff, parents and children so that everyone has a voice in how the nursery develops and improves.
- Partnerships with other professionals are highly effective in providing for children's needs. Transitions in, within and out of the nursery are exceptionally well managed to promote children's emotional security and learning.
- The support for children with special educational needs and/or disabilities (SEND) is superb. Staff work tirelessly and very effectively to ensure these children are fully involved in nursery life. The highly personalised and effective approach to meeting their needs ensures that they feel valued and make excellent progress from their starting points.
- Staff treat children's well-being and personal development as paramount. Children's exemplary behaviour demonstrates that they feel valued and secure at the nursery.

## What the setting needs to do to improve further

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

- continue to pursue ongoing professional development through training to keep improving and raising standards even further.

### Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager and the support managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector carried out a joint observation of practice with the manager of the setting, to assess how the quality of teaching is monitored and improved.

#### Inspector

Chris Lamey

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have a robust understanding of their responsibilities and work well with parents and other professionals to support the whole family. Regular supervision meetings help to ensure that staff are highly motivated and delivering teaching to the highest standards. Managers identify that the continual training and development of staff are highly important in helping to ensure that outstanding teaching is maintained and raised to an even higher level. Managers and staff implement an exciting and unique core curriculum. They provide children with a wide range of learning activities, such as ballet, cooking, yoga, sports coaching and gardening.

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

Staff are highly skilled and intuitive and have expert knowledge of how children learn. They meticulously analyse information they gather about children's progress and swiftly close gaps in children's learning. Inclusion is exceptional. Children have excellent knowledge of a wide range of subjects. For instance, they know that they breathe in oxygen and breathe out carbon dioxide. Staff teach children exceptionally well about letters and the sounds they represent. For example, children make 'silly soup' as they identify words that rhyme and add them to the 'soup', such as 'cat', 'bat' and 'rat'. Children spontaneously draw intricate pictures and freely write their names on their work. They take great pride in their achievements as they share them with their parents on arrival. Staff plan highly interesting and creative activities. For example, children enjoy identifying animals and objects that belong on the land, in the sea and in the air.

### Personal development, behaviour and welfare are outstanding

Children are given excellent opportunities to learn about mindfulness and their own well-being. For example, they attend yoga classes and learn about taking care of themselves and their friends. Children are incredibly polite, and their behaviour is impeccable. They have wonderful opportunities to challenge their physical abilities in the amazing forest school areas. Children pretend to cook on campfires and discuss that real fires can be dangerous. They talk to each other about how to climb safely on the big trees and not to climb the 'delicate trees'. Staff develop children's understanding of how to keep themselves safe exceptionally well. For example, they teach children about sun safety and show them how to apply sunscreen. Settling-in arrangements are well considered to ensure that all children quickly build secure relationships with their key person, which promotes their emotional well-being.

### Outcomes for children are outstanding

All children make consistently high levels of progress, given their starting points, including those with SEND. Children are incredibly articulate and confident. Older children know all of the seven continents and the seven seas and proudly recite them out loud. Younger children relish their time spent in the forest school area. For example, they listen attentively to a well-known story and excitedly take part using props and puppets. Children are incredibly independent. They self-select resources, indoors and outdoors in the superb outside play spaces, and willingly help to tidy away after their play.

## Setting details

<b>Unique reference number</b>	EY428491
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10108787
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Buttercups Nursery Limited
<b>Registered person unique reference number</b>	RP530673
<b>Date of previous inspection</b>	3 October 2012
<b>Telephone number</b>	01753482510

Buttercups at Chalfont opened in 2008. The nursery operates in Chalfont St Peter, Gerrards Cross, Buckinghamshire. It opens each weekday from 7.30am to 6pm all year round, except Christmas and bank holidays. The nursery receives funding to provide free early education to children aged two, three and four years. The setting employs 20 members of staff. Of these, 16 hold appropriate early years qualifications from level 2 to level 7.

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