

Report for childcare on domestic premises

Inspection date: 2 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enter the setting with confidence and are keen to take part in the activities. They show they have formed good relationships with staff and other children. For example, they confidently talk to staff about the Christmas tree decorations, what they did at the weekend and when they visited the lantern parade. Children play well together and work as a team to achieve their aim. For instance, when building a tall tower with blocks, they work out how to stop it falling by putting more bricks at the bottom.

Children have plenty of opportunities to explore the outdoors. The manager provides opportunities for children to attend a dedicated forest school site and all children have access to several outdoor areas. Children explore nature, for instance when visiting the farm animals, caring for chickens and growing vegetables. They have plenty of opportunities to use their imaginations and be physically active. These experiences help contribute to developing children's self-esteem and confidence.

Children learn the importance of safe practices. They know to use their 'walking feet' indoors, to stay behind the benches at the camp fire and to shout 'hot bananas' if someone passes them. They learn to use tools, such as saws, safely and to carry large branches sensibly when making dens.

What does the early years setting do well and what does it need to do better?

- The manager and staff have made significant improvements to their practice since the last inspection. The environment is safe and the manager is aware of her responsibility to notify Ofsted of changes to people living or working on the premises. The quality of education is much improved and the learning environment has been reorganised to capture the children's interests. Staff have received training and this has improved their interactions with the children and how they help children manage their feelings and behaviour.
- The manager has monitored children's progress carefully and identified specific areas where children were not making as much progress as possible. She has put an action plan in place and staff now pay particular attention to promoting these areas. As a result, children are catching up, particularly in their emotional, mathematical and literacy development.
- Staff support children's language development well, overall. Children develop confidence in their speaking and listening skills and are keen to talk to staff and their friends. On occasions, staff do not give older children the time they need to process their thoughts and think and respond to the questions they are asked, to extend their language further.
- The manager and staff work closely with parents and other professionals to

support children who need extra help with their speech and language, and those who speak English as an additional language. Staff carry out language sessions to target support for these children to help them catch up and then give parents activities to complete with their children at home. This positive support means gaps in children's development are closing quickly.

- Staff support children's literacy development well. Children enjoy listening to stories, independently looking at books, singing songs and using various tools to draw and make marks. Older children experiment with sticks to bang a variety of materials in the environment and compare the different sounds they make.
- Children's behaviour is good. Staff encourage the children to talk about their feelings and offer them a quiet place if they need some time for reflection to help them have some calming time. Children show care and consideration for their friends. For example, when a child says a friend can knock down his tower, his friend asks, 'Does it make you happy?' and he replies he does not mind. Children gain some useful skills in readiness for school.
- Children develop good levels of independence. They serve their own lunch, pour their drinks, wash up the dishes and put on their boots and shoes to go outside.
- Children use their imaginations well. In the forest school, children choose their ingredients to make their 'slush puppies' in the mud kitchen and choose branches and tarpaulin to make their 'castle'.
- Overall, staff use routine activities well to promote some aspects of children's learning. For example, they incorporate mathematics when comparing which water jug has the most water or how many pieces of orange children have left after they have eaten two of five pieces. However, at times, children are left waiting too long for lunch or for staff to clear up and carry out routine chores. This means some learning opportunities are missed and children are not supported as well as they could be.

Safeguarding

The arrangements for safeguarding are effective.

The manager knows to inform Ofsted of significant events or changes to people on the premises. Staff have an up-to-date knowledge of child protection and wider safeguarding issues. They know who to report concerns about children's welfare and concerns about a colleague to. The manager liaises with the relevant authorities when any concerns about children's welfare arise and keeps detailed records of conversations to maintain a clear log. The manager has robust recruitment procedures in place to check the suitability of staff. The manager and staff ensure they keep the premises safe and secure, and children learn the rules to help keep themselves and others safe.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions, to extend their language development further
- review the organisation of routines to make the most of opportunities to extend children's learning.

Setting details

Unique reference number	EY420770
Local authority	Wiltshire
Inspection number	10118930
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	48
Number of children on roll	89
Registered person unique reference number	RP910959
Date of previous inspection	18 July 2019

Information about this early years setting

Buttercups Kindergarten registered in 2010. The kindergarten is open each weekday from 8am to 5.30pm all year round. The forest school provision is currently open two days a week from 8.30am to 3pm. The kindergarten receives funding to provide free early education for children aged two, three and four years. There are eight members of staff, including the manager. Of these, one holds qualified teacher status, five hold qualifications at level 3 and one has a qualification at level 2.

Information about this inspection

Inspector
Charlotte Jenkin

Inspection activities

- The inspector had a tour of the premises with the manager and discussed the educational ethos and curriculum intent of the kindergarten with her.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to some parents and took account of their views.
- The manager made some documentation available for the inspector to view, including suitability checks, qualification and training certificates and children's records.
- The manager and inspector carried out a joint observation and the manager evaluated the activity and discussed the impact on children's learning.
- The inspector observed staff's interactions with children, indoors, outdoors and in the forest school provision, and the impact of these on children's learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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