

Inspection of Buttercups at Teddington

133 High Street, TEDDINGTON, Middlesex TW11 8HH

Inspection date: 16 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

The nursery offers a warm and welcoming homely environment for children. They have access to a variety of resources inside and outside. Children develop high levels of independence and are given lots of opportunities to make choices and decisions in their play. Staff use stories, songs and rhymes well to develop children's communication and language skills effectively. Quiet spaces are provided for children to listen to stories or for specific teaching, such as small-group activities. Children demonstrate that they feel safe and secure and readily approach staff and invite them into their play. Staff plan activities based on the children's interests, such as learning about planets and dinosaurs, and include lots of resources for children to explore and use imaginatively. For example, they use globes and books to understand more about the world. Children are motivated and concentrate on their activities. They respond to the encouragement from staff and are proud of their achievements. Staff successfully promote children's personal, social and emotional development. They are good role models and teach children about positive behaviour through the nursery rules. For instance, they talk to children about the importance of taking turns and sharing. Children behave well and are kind and caring in their interactions with each other.

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

- The new manager has high expectations for children, including those in receipt of funding. She supports staff well and ensures that their workloads are manageable. Staff report that they enjoy their work. They access a good range of training opportunities and the manager supports them to use their knowledge and develop their teaching skills.
- Children enjoy a range of different activities that support their learning across all areas. For example, they have fun participating in role play, dressing up and exploring fresh vegetables in the role-play kitchen. This supports children's creativity and imagination. Children have opportunities to recognise and count numbers in the different areas of the nursery.
- Overall, the curriculum is well planned and helps children to develop skills and make good progress. However, there are times when activities are not tailored to individual children's learning needs precisely enough to achieve the best outcomes.
- Parents are very positive about the care and learning their children receive. The settling-in process, transitions between rooms, and the transition on to school are effectively planned. Parents value the feedback about how their children are achieving and acknowledge the help, support and strategies for extending learning at home.
- Staff support the children well during their play and encourage their language development effectively. For example, they model language well as they join in

children's play in the role-play kitchen. Older children develop their knowledge of phonics as they explore sounds and letters. Staff use sign language to support early language development of younger children and those who speak English as an additional language.

- Babies and young children have many opportunities to investigate resources using all their senses. For example, they play with sand, water, paint and flour and enjoy exploring the different textures. Staff provide engaging opportunities throughout the nursery for children to practise mark making. Older children enjoy making patterns and prints in a variety of ways, such as drawing on the whiteboard, painting and mark making in foam.
- Staff promote positive behaviour and provide distractions and alternative options if children struggle with rules and routines. Children are aware of the expectations for their behaviour and need only the gentlest reminder to share or take turns.
- Staff work closely with parents to support children's care and good health, including those children with special educational needs and/or disabilities. Children have plenty of time to play outdoors and develop their physical skills. The manager has introduced robust systems to ensure children's individual dietary and allergy needs are adhered to.
- Children's good health is supported well. The setting employs a cook to prepare nutritious home-cooked meals each day. Children tuck in with delight while learning good table manners. They learn about healthy foods and are encouraged to make healthy food choices.

Safeguarding

The arrangements for safeguarding are effective.

Rigorous policies and procedures are in place and implemented effectively. There is a range of information displayed around the nursery for staff and parents to refer to if they have any concerns regarding safeguarding. Staff demonstrate a good knowledge of the known indicators of abuse, including wider child protection issues. Staff are confident with the procedures to follow if they have any concerns about a child. They are fully aware of the whistle-blowing procedure and know what to do if they are worried about staff practice.

What does the setting need to do to improve?

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

- strengthen the already good teaching and enhance the planning for children's next steps in learning to ensure they are more finely tuned to suit the individual needs of each child.

Setting details

Unique reference number	EY463904
Local authority	Richmond Upon Thames
Inspection number	10128531
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	31
Number of children on roll	28
Name of registered person	Buttercups At Homefields Limited
Registered person unique reference number	RP529206
Telephone number	02031371679
Date of previous inspection	24 April 2014

Information about this early years setting

Buttercups at Teddington registered in 2013. It is one of a group of eight nurseries privately owned by Buttercups Nursery Limited. It operates from a converted house in Teddington, within the London Borough of Richmond-upon-Thames. There is an enclosed outdoor play area. The nursery uses both the High Scope approach and Montessori approach to children's learning. The nursery is open from 7.30am to 6.30pm from Monday to Friday for 51 weeks of the year, and is closed for public holidays.

Information about this inspection

Inspector
Frances Oliver

Inspection activities

- The manager and the inspector completed a learning walk and discussed how the provider delivers their curriculum.
- The inspector held discussions with staff at appropriate times during the inspection.
- A meeting was held between the inspector and the manager to discuss leadership and management arrangements.
- The inspector looked at a sample of documentation, including policies and procedures and suitability checks of staff.
- A joint observation was carried out and the inspector took account of the manager's evaluations.
- The inspector spoke to parents and took account of their views.

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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