

Inspection of Buttercup Pre-School

Orpington Conservative Association, 6 Sevenoaks Road, Orpington BR6 9JJ

Inspection date: 7 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff plan a variety of activities based on their understanding of what children need to learn next and their interests. On arrival, children separate quickly from their parents and support each other to identify and place their name on the registration board. This helps to support their literacy skills. Children show that they feel safe and are pleased to see their friends. They build their self-esteem and confidence during activities. For example, during circle time, children choose and lead songs and rhymes. Staff are good role models and encourage children to care for each other. They use music to help children recognise transitions at different times of the day. For instance, young children help to tidy up and pack away when they hear the 'tidy up' song. Staff use different methods to support young children to develop their communication skills. For example, children use sign language to show the end of the session; and young children show their delight when praised by showing the sign for 'good'. Children behave well. They are developing good language skills. Children use different mark-making tools such as chalk and pencils to develop their fine motor skills. Occasionally, staff do not provide experiences that are more challenging to extend children's learning.

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

- Parents comment on the good progress their children make. They appreciate the advice and the regular updates that they receive about children's learning and development. Partnerships with other professionals are also good and are used to identify when some children may need additional support. This helps children in receipt of additional funding and children who speak English as an additional language to make good progress from their starting points.
- Children make good progress in their learning. They have opportunities to build on their independence skills throughout the day. They develop their understanding of numbers and build on their mathematical skills. For example, older children took responsibility for counting all the children in the group, while younger children counted out the days of the week together up to seven. Children are well prepared for the next stage of their learning.
- Children are confident and active learners. For example, younger children worked things out for themselves as they used technological resources. Older children transformed areas into a tent to extend their imagination. Staff support children well in their learning, but on occasion they miss opportunities to extend their learning through questioning or activities.
- Children have positive attitudes. For example, they sustained their interest for long periods as they used their fine motor skills to thread cotton reels onto ropes. Children behave well as they share and take turns.
- The manager ensures the pre-school is very inclusive. This is shown, for example, by the care that staff take to find out about the home languages of

children who speak English as an additional language. Staff support children to help them understand similarities and differences between themselves and others. For instance, they teach children key words in Mandarin. This broadens children's understanding of the world.

- Although there is no separate outdoor area, the manager plans different activities to support children's physical development.
- Staff support children to learn about being healthy. Children learn about nature and life cycles. They water, grow and taste plants such as lettuces. Staff encourage children to express their preferences from a choice of healthy snacks and drinks.
- The manager receives support from the local authority, but, as yet, the self-evaluation process does not focus on the strengths and weaknesses of the provision. The manager does not use supervision of staff consistently to highlight areas of development and ensure they continue to develop their good teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding and wider child protection issues. They know the signs and symptoms which could indicate a child is at risk. Staff know what procedures to follow to protect children from harm. They complete daily risk assessments to keep children safe. For example, they write the number of children present on the board. The manager works closely with the premises manager to ensure the building is secure. For instance, a new visual entry system has been installed and the external doors are locked. This helps to reduce any risk of unauthorised access into the pre-school.

What does the setting need to do to improve?

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

- maximise staff's questioning to extend children's learning inside and outside
- strengthen the self-evaluation process and precisely link staff training to areas identified for development, to raise the quality of provision further.

Setting details

Unique reference number	EY545661
Local authority	Bromley
Inspection number	10109944
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 5
Total number of places	20
Number of children on roll	10
Name of registered person	Williams, Samantha Paula
Registered person unique reference number	RP545660
Telephone number	079855 50792
Date of previous inspection	Not applicable

Information about this early years setting

Buttercup Pre-School registered in 2017. It is located in the Conservative Association Hall, Orpington, Kent. The setting operates Monday to Friday, term time only. Sessions are from 9.15am until 12.15pm. There are two members of staff, who both hold a childcare qualification at level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Colman

Inspection activities

- The inspector spoke with staff and children at appropriate times throughout the inspection.
- Parents' views were taken into consideration on the inspection day.
- A learning walk was completed with the pre-school manager to observe the quality of children's experiences and staff's teaching practice.
- The inspector completed a joint evaluation of an activity with the pre-school manager.
- The inspector held a leadership meeting with the manager. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities, and assessed their impact 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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