

Inspection of Broxbourne Buttercups

Victoria & Elm Park Youth Club, Goffs Lane, Goffs Oak, Waltham Cross,
Hertfordshire EN7 5QN

Inspection date: 11 November 2021

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

Children arrive extremely happy and keen to start their day. They are greeted warmly by the friendly and welcoming staff. Children are confident and settle quickly. They develop strong, caring relationships with the staff and show that they feel safe and secure in their care. Children enjoy a wealth of interesting activities and experiences, which they are free to explore and investigate. They use their imaginations very well. Children act out real-life experiences using the many role-play resources. For example, they pretend to prepare breakfast using the toaster in the role-play area.

Children know what is expected of them and their behaviour is very good. They are encouraged to explore and understand different emotions, such as when they want the same toy. Staff sensitively support them to share resources and be kind and considerate to each other. Children's well-being and enjoyment are at the centre of everything they do. Children are motivated and eager to learn. They persevere to open the locks by matching the letters on the keys. Outside, they make shapes in the sand and count how many spades will fill the bucket. Children have lots of fun and quickly gain the skills they need for their future learning and for school.

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

- The manager and staff work exceptionally well together. This helps to provide a welcoming and happy atmosphere at the pre-school. Staff interact with children in a calm and reassuring way. They stay close and offer support when needed. The very high staffing levels ensure that children receive individual attention.
- Staff support children's communication and language very well. They continually talk to the children, modelling language and extending their vocabulary. For example, in a creative activity, staff explain why people wear poppies. They introduce children to words such as 'soldier' and 'parade'.
- The manager and staff have high expectations of what children can achieve. They know the children well and can confidently talk about their capabilities. They plan a wide range of exciting activities and experiences for them. However, at times, staff do not focus precisely enough on what it is they want children to learn from the activities.
- Children begin to understand the importance of healthy lifestyles from an early age. They learn how to keep their teeth healthy during planned activities. Staff support children to manage their personal needs independently. For example, they wipe their own noses and wash their hands. They confidently pour their own drinks at snack time.
- Staff get to know the children and their families extremely well. Parents spoken to on the day of the inspection were very complimentary about the pre-school. They comment on how welcome and supported they feel and say that their

children love attending. During the COVID-19 pandemic local restrictions, staff made regular contact with parents. They suggested many ideas to help parents with their children's learning at home. Consequently, children continued to enjoy their learning and happily settled again at the pre-school.

- Children develop a love of books. They thoroughly enjoy sitting with their friends and looking at the books in the 'cosy' book areas inside and outside. Staff build on children's keen interest to read for themselves. For example, they encourage children to take books home to share with their families.
- Children have good opportunities to develop their physical skills and get plenty of fresh air. The outdoor environment has been extremely well developed to include all areas of learning. For example, children can climb, balance and use a wide range of ride-on toys. They excitedly use magnifying glasses to find insects when they are digging. They demonstrate their good mark-making skills as they draw the insects on white boards.
- The manager focuses on supervising staff and monitoring their practice. This has helped staff to become more confident. She considers the workload and well-being of her staff and provides appropriate support when required. However, she has not focused on identifying professional development opportunities for staff to build on their already good practice.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including apprentices, understand their responsibilities to protect children from harm. They have a very good knowledge of how to keep children safe. The manager ensures that all information in the safeguarding policy is current and relevant. She implements her robust policies and procedures very well, including how to keep children safe during the COVID-19 pandemic. Staff complete training on safeguarding and demonstrate that they understand the procedures to be followed should they have a child protection concern. The manager implements thorough recruitment, induction and monitoring procedures. These include regular checking of all staff's suitability to work with children.

What does the setting need to do to improve?

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

- support staff to refine their practice and focus more rigorously on what they want children to learn, so each child makes maximum progress in their learning
- enhance the professional development opportunities for staff to continue to build on their good practice and raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY563380
Local authority	Hertfordshire
Inspection number	10191092
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	30
Number of children on roll	27
Name of registered person	Pile, Shannon Leigh
Registered person unique reference number	RP563379
Telephone number	07867411940
Date of previous inspection	Not applicable

Information about this early years setting

Broxbourne Buttercups registered in 2018. The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Friday from 8.45am until 2.45pm during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Oliver

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the areas of the pre-school that children access. They discussed how staff organise the setting and plan the curriculum and experiences for children.
- The inspector carried out a joint observation with the pre-school manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the pre-school's documents. This included evidence about staff suitability and training.

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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