

# Inspection of Buttercup Corner Day Nursery

19 Mough Lane, Oldham, Lancashire OL9 9NT

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Inspection date:

30 August 2022 - 29 September 2022

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in this safe, superb nursery and show a remarkably strong sense of belonging. The quality of education is outstanding and the thoughtfully designed, progressive curriculum is highly ambitious. Staff know children exceedingly well and have wonderfully high expectations of what they can achieve. Each room is a hive of activity, with children displaying immense concentration skills, despite their young age. The nursery's ethos, 'to nurture, educate and inspire children' is wholeheartedly successful. Children are immensely proud of their learning and their achievements.

Staff effortlessly ignite children's passion for learning and challenge them extremely well to excel in their understanding. For example, as children count objects staff intuitively differentiate the activity to enable those more able children to develop simple mathematical equations. Staff fully understand the necessity of sequential learning. They talk confidently about the intended learning outcomes for each and every experience they provide for children. Prior to the COVID-19 pandemic staff conducted home visits to gather pertinent information about children. They have skilfully adapted their practice, undertaking video meetings as they continue to support children new to the setting and those transitioning into their next room.

Children behaviour is excellent. Young children understand routines as they use 'magic goggles' to look for items out of place that must be tidied away. Children's independence skills are effortlessly nurtured. For example, children impressively serve their own food at mealtimes, thoughtfully passing serving bowls to their friends as they patiently wait their turn. Children relish the responsibilities they are given, and staff warmly praise them for their efforts.

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

- Support for children with special educational needs and/or disabilities is exemplary. Extremely knowledgeable staff have an astute understanding of children's individual needs and celebrate the uniqueness of each child. Staff's extremely well-considered interventions and robust partnership working with other professionals ensure that any gaps in children's learning are swiftly addressed. This means all children are able to excel from their starting points.
- Children are developing an outstanding understanding of the world around them and the community in which they live. For example, children learn about those less fortunate than themselves as they participate in fundraising activities, learn about world events and gather donations for the local food bank. Celebrations within the nursery reflect children's individual culture and heritage. Children demonstrate an excellent awareness of others. They are learning to use sign language, recognising that some of their friends are unable to communicate with

spoken word. Children show empathy for others and an abundance of kindness and concern, as they play harmoniously together.

- Inspired consideration is given to teaching children essential life skills. For example, pre-school children learn the basics of first aid when they are visited by the ambulance service and other health professionals. Furthermore, on a weekly basis, all children participate in 'parktastic'. This activity at the local park teaches children the importance of 'stranger danger', what to do if they see a dog, how to use swings safely and become aware of and manage potential risk. These exceptional opportunities prepare children exceedingly well for future life.
- Staff develop remarkably strong partnerships with parents. Social events and drop-in sessions celebrate children's achievements and facilitate detailed discussions about the next steps in children's learning. Parents are invited to participate in special projects within the setting. For example, their recent engagement in a literacy project resulted in children and families enjoying stories at home more, becoming confident to use props in storytelling and enrolling at their local library. This has had an immense impact on children's enjoyment of literacy and promotes a love of early reading.
- The acquisition of children's language skills is given high regard. Intuitive staff immediately recognised that following the pandemic some children had become delayed in their speech and language development. As a result, leaders swiftly implemented a range of strategies to help close gaps in children's learning. For example, staff attended specific training to address children's communication and language needs. They implemented focused group sessions and undertook language screening for all children, so that they received swift and timely support as needed. As a result, children are becoming exceptional communicators and are able to skilfully articulate their needs and feelings.
- Leadership is inspirational. The manager is a highly passionate and knowledgeable practitioner, who leads an extremely enthusiastic and dedicated staff team. Their strive for excellence and ensuring each child has the best possible start in life is relentless. Continuous reflection and self-evaluation drives improvement. For example, through their robust partnerships with local schools, the curriculum reflects a focus on the development of fine motor skills and children's confidence in larger groups. Staff receive a wealth of support and training, and their health and well-being are paramount.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders create a strong culture of vigilance across the nursery. All staff have a robust understanding of their role and responsibility in protecting children from harm. Staff very confidently describe the correct procedures to follow, should they have concerns about the child's welfare or the practice of a colleague.

Safeguarding issues, such as radicalisation and extremism are fully understood by the knowledgeable staff team. Robust recruitment and vetting arrangements exist and are coupled with the stringent procedures to ensure staff's ongoing suitability.

## Setting details

<b>Unique reference number</b>	EY490859
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10236684
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	96
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Play Learn & Grow Limited
<b>Registered person unique reference number</b>	RP534702
<b>Telephone number</b>	07948 603 562
<b>Date of previous inspection</b>	13 October 2016

## Information about this early years setting

Buttercup Corner Day Nursery registered in 2015. The nursery employs 23 members of childcare staff, including the provider/manager. 22 members of staff hold appropriate early years qualifications at levels 2 to level 6. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, with the exception of one week at Christmas and bank holidays. The nursery also offers before- and after-school care and school holiday care. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Rachelle Pole  
Karen Cox

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector carried out a joint observation of a group activity with the early years lead and the manager.
- The inspector observed the quality of the education provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector talked to staff, parents and children at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.

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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