

Inspection of Buttercups Nursery School Huntworth

Community Building, Notaro Way, Huntworth, Somerset TA7 0AE

Inspection date: 14 November 2022

Overall effectiveness	Good
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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 and parents are greeted warmly by the friendly staff and manager. Staff create a warm, welcoming and secure environment. Children, including those who are new to the setting, confidently settle into the daily routines. Children feel safe and are well cared for. For example, through well-planned induction sessions, staff spend time getting to know the children and their parents before they start. The well-established key-person system promotes children's emotional well-being and helps them to form secure attachments.

Children thrive from a well-planned curriculum. They self-register, their artwork is displayed and their achievements acknowledged, creating a sense of belonging. There is a sharp focus on supporting children's personal, social and emotional development. Staff use positive language to support all children to understand right and wrong. For example, staff gently encourage younger children to use 'kind hands'. Pre-school children understand what is acceptable. They listen intently when staff talk to them, and they respond positively to requests, such as tidy-up time.

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

- Staff provide a range of stimulating activities based on the children's interests and next steps in learning. Children develop good concentration skills. For example, babies manipulate a foam mixture with their fingers and explore the marks they make using different tools. Toddlers develop their communication and language skills. For example, toddlers explore a 'what's in the box?' activity linked to story time, discussing the items they find. Pre-school children explore carnival music while painting, to develop fine motor skills and rhythm with the brushes. However, occasionally, some activities have large numbers of children, meaning noise levels increase and children are waiting for longer periods of time to be able to join in.
- Toddlers use a range of mathematical concepts throughout the day. They actively count how many vegetables they have in an activity, while staff encourage language of size, weight and capacity. Toddlers excitedly point out the difference in the size of their vegetables, holding them up high.
- Children benefit from spending plenty of time in the fantastic outdoor area. Babies have their own dedicated space, where they roll trucks in sand, splash in water and play on see-saws. Older children enjoy all areas, from the mud kitchen to the 'maths hut', as well as riding on bikes, negotiating around their peers. Children go outdoors in all weathers, wearing waterproofs and wellington boots when it rains.
- Toddlers and pre-school children are encouraged by staff to be independent from the outset. They learn from an early age to independently wash their

hands prior to snack or mealtimes. Toddlers pour themselves a drink and wipe their own noses. Pre-school children are consistently given the opportunity to manage their own self-care needs, such as removing their wellington boots and waterproofs before coming inside and locating their own belongings.

- Partnerships with parents are effective. Parents are complimentary about the manager and how caring and kind the staff team is. There are effective communication systems in place, such as the nursery online app which enables parents to see their own child's photographs and assessments. In addition, there are events, such as parent mornings, organised to share information.
- Children with special educational needs and/or disabilities and those who speak English as an additional language have their needs met well. Staff work well with other professionals and have targeted plans in place to meet children's individual needs. For example, they use signing, visual routines and interactive games to help children to communicate effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about child protection. They understand how to keep children safe and confidently identify possible signs that a child may be at risk of harm. Staff know the procedures they should follow if they have concerns about children or a colleague. They receive regular training, and the manager uses scenarios and questions them about safeguarding so that they can keep their knowledge up to date. Risk assessments are in place, and regular checks are carried out across the nursery to ensure hazards are removed or minimised. Staff are trained in paediatric first aid and follow correct procedures in response to accidents.

What does the setting need to do to improve?

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

- review group sizes during activities to minimise the impact of noise levels and children waiting for long periods of times.

Setting details

Unique reference number	2605785
Local authority	Somerset
Inspection number	10251686
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	74
Number of children on roll	145
Name of registered person	Holman, Nicola Jane
Registered person unique reference number	RP516733
Telephone number	01278 664330
Date of previous inspection	Not applicable

Information about this early years setting

Buttercups Nursery School Huntworth registered in September 2020. The setting employs 30 members of staff. Of these, one holds early years teacher status. A further 21 members of staff hold appropriate early years qualifications at level 2 and above. The setting opens Monday to Friday, from 7am until 6pm, for 43 weeks of the year. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Swindells

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 provision.
- The manager and the inspector completed a learning walk of the nursery.
- The inspector carried out a joint observation of an activity with the manager and together they evaluated this.
- Children spoke to the inspector about what they enjoy doing in the nursery. The inspector observed practice in all the rooms and spoke to staff at convenient times during the day.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the setting.
- The inspector spoke to parents during the inspection 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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