

# Inspection of Country Buttercups Nursery

Brede Primary School, Udimore Road, Broad Oak, RYE, East Sussex TN31 6DG

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Inspection date: 9 March 2023

**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 Good

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

### **The provision is good**

Children are welcomed by attentive staff at this happy and relaxed setting, which is at the heart of the local community. Children are safe and secure. Staff know their children and families well. They plan an interesting and exciting curriculum for children to enjoy. For example, children showed high levels of engagement when exploring paint and real flowers. Staff successfully prioritise gaps in learning following the COVID-19 pandemic. They focus on communication and the social and physical skills of children. Rhymes, songs and stories are heard throughout this setting. For instance, younger children concentrate intently during a rhyme game, choosing different spoons to sing different rhymes with an adult.

Children benefit from attentive and caring staff, who meet their needs. Cuddles and care are frequently demonstrated. Staff are good role models, talking to children and showing interest in what they do. Children behave well and demonstrate kindness and respect for each other and adults. Staff promote their emotional well-being positively. Children delight in setting up the tables for lunch together. Children with special educational needs and/or disabilities are well supported by staff, who are well trained to help them. Staff are patient and calm in their approach. They have high expectations of children, and children make good progress.

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

- Children benefit from a wide range of opportunities and activities that motivate them. For instance, they remain engrossed in an activity to find letters in the sand, sharing with staff the different sounds they represent. Staff match what children are doing to their next steps. For example, as children eagerly paint pictures of their 'monster bridges', staff encourage them to count the legs. This helps to extend their mathematical knowledge.
- Staff have created a cosy and comfortable environment, with different spaces for children to snuggle and explore. Children demonstrate high levels of confidence and self-esteem, and they solve their own problems. For example, when a friend was upset, children used emotion posters to talk about how they could help them.
- Leaders and managers are very reflective. They are proactive in seeking advice and support from the local authority. Staff have good links with local schools and pre-schools. They utilise local providers to offer children a wide range of experiences. For example, children recently were involved in a 'mini first aid' session to help them understand what to do in the event of an accident. To expand on their interest in zoo animals, a local zookeeper was invited to the setting. Children benefit from weekly music, rugby, dance and yoga sessions. These experiences contribute to children's understanding of the wider world.

- Staff report that they feel like a 'family' and that they are well supported. They reference the range of training they are offered. Staff recently attended training to support behaviour, and they talk highly of the impact of this on their own understanding. They particularly reference the focus on their well-being.
- Parents say that their children have made good progress, especially in their speech and social skills. They comment that their children are 'thriving and flourishing' in the setting. Parents value the communication about what their children are learning. They appreciate the ideas that are shared with them to help their children at home. Parents are particularly looking forward to the annual Easter craft session for families.
- Overall, children's independence is well supported. Children are encouraged to find their own name labels before mealtimes. Older children count out the cutlery when laying the tables. Younger children help scrape their plates when they have finished. However, there are some routine times of the day when children's independence is not consistently promoted.
- Children enjoy the nutritious meals cooked by the onsite chef. They are excited to settle for lunch, talking about what they are going to have. Staff have positive interactions with children. They use praise and celebrate children's achievements. However, at times, staff deployment means that the youngest children do not always benefit from these consistent interactions.
- Staff support children's literacy skills well. They are responsive to children when they show interest in books and stories. Staff set up attractive book areas, which children frequently visit. Staff provide children with a well-stocked writing area. Children concentrate for a long time when drawing and writing.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are confident to talk about any concerns. They can accurately identify the signs and symptoms of abuse. Staff have regular opportunities to update their knowledge, such as regular safeguarding quizzes. Staff know what to do if they have concerns about a colleague and where to go for advice and support. The setting is safe and secure. Leaders and managers have a clear understanding of their roles and responsibilities with regard to the recruitment, vetting and ongoing suitability of staff. They encourage children to keep themselves safe.

## What does the setting need to do to improve?

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

- ensure staff encourage children to carry out activities for themselves, when able, especially around mealtimes
- improve staff deployment to provide all children with consistently high-quality interactions.

## Setting details

<b>Unique reference number</b>	EY535564
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10282278
<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 8
<b>Total number of places</b>	37
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Country Buttercups Ltd
<b>Registered person unique reference number</b>	RP904309
<b>Telephone number</b>	01424 883000
<b>Date of previous inspection</b>	29 October 2018

## Information about this early years setting

Country Buttercups Nursery registered in 2016. The nursery is located in the grounds of Brede Primary School, in East Sussex. It operates Monday to Friday, from 8am until 4.30pm, throughout the year. The nursery employs 12 members of staff, of whom eight hold qualifications at level 2 or 3. The setting receives funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Victoria Salisbury

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke with the nominated individuals/registered individuals about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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