

# Inspection of Buttercups Day Nursery Ltd

14 Tweseldown Road, Church Crookham, Fleet, Hampshire GU52 8DE

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Inspection date: 21 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time at the nursery. They develop strong friendships with their peers and are happy, safe and well cared for. Babies develop warm, trusting relationships with staff, who offer them comfort and cuddles. They smile warmly at staff, who recognise and respond to younger children's emotional needs sensitively. Children behave well. They are polite, courteous and respectful of the differing needs of their peers. For example, as they chose favourite songs and rhymes, they join in with 'row row the boat', holding hands and being kind and gentle with their friends.

The curriculum enables children to make good progress in their learning and development. Opportunities for younger children to develop their emerging physical skills are promoted well. For instance, babies experiment with pulling themselves to stand and take small steps, holding staff hands, as they become confident in their growing abilities. Toddlers and pre-schoolers are excited to learn. They develop good listening and attention skills, for example when they share favourite stories. Children, including those who have special educational needs and/or disabilities (SEND) and those in receipt of additional funding, benefit from the personalised one-to-one support for their learning and development. This has a positive impact on the progress they make from their starting points.

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

- The manager is a strong and capable leader. She uses her wealth of experience within early years to lead her staff team well. The nursery has newer staff, who are developing their own knowledge and skills in teaching to embed their practice. The manager provides effective coaching, supervision and support. Teaching is good. Staff say that they enjoy their roles and feel valued and supported to fulfil them. The manager recognises that the current supervisions need further revision to enable all staff to identify clear targets, which support them to further enhance their teaching skills.
- Children gains good personal, social and emotional skills. Older children listen to staff and learn how to be kind and respectful in their interactions with each other. Staff praise children and recognise the positive impact this has for children's self-esteem. For instance, pre-school children help to lay the table for lunch. They put out plates, cutlery and beakers, and proudly share the sticker they receive for helping out. Staff support children to develop their emotional resilience and a growing confidence in their own abilities.
- Staff place a strong focus on promoting children's communication and language skills. From the outset, children benefit from a language-rich environment. Babies and toddlers hear new words as they play. For example, as children experiment with 'feeding tigers', they learn how to pronounce the word 'stuck'.

Staff model this clearly for toddlers to hear and repeat back clearly. When some children, including those with SEND, need additional support, staff successfully use visual prompts, Makaton and repetition of words to help all children with their developing communication skills. All children make good progress in their language skills from their starting points.

- Partnerships with parents and other professionals are a strength of the nursery. Staff gain a wealth of information from those who are involved in children's care. They use these strong partnerships to provide a shared approach to children's care and learning. Parents speak very positively about the nursery staff. They say that regular and informative conversations they have with staff help them know about their children's progress and how they can continue to support learning at home.
- Children enjoy learning. They engage wholeheartedly in all learning experiences that staff provide. For instance, children explore paint and excitedly discover how they can mix blue and yellow to make green. They proudly show how they can transfer stamps to make patterns in their artwork and explore marks they make with pens and pencils. Children are motivated to learn and they develop good attitudes to learning. However, there are opportunities within activities that are not always fully captured by all staff, to challenge and extend children's learning even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have a good understanding of how to keep children safe. They benefit from regular training to keep their knowledge of safeguarding up to date. Staff understand how to recognise and respond to concerns about children at risk of harm or neglect. They know how to report and escalate welfare concerns, to ensure that children are kept safe. Recruitment procedures are robust to ensure that those working directly with children are suitable to do so, including on an ongoing basis. Staff complete daily risk assessments of the nursery to ensure that the building and outdoor areas are safe. Staff supervise children as they play indoors and outside, and when eating.

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

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

- strengthen the arrangements for the supervision of staff, to identify clear targets that support them to further enhance their teaching skills
- focus more closely on all of the available opportunities within activities to challenge and extend children's learning even further.

## Setting details

<b>Unique reference number</b>	EY355458
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10280113
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Buttercups Day Nursery Limited
<b>Registered person unique reference number</b>	RP527007
<b>Telephone number</b>	01252 669982
<b>Date of previous inspection</b>	1 September 2017

## Information about this early years setting

Buttercups Day Nursery Ltd registered in 2007. The nursery is situated in Church Crookham, in Fleet, Hampshire. The nursery is open from 8am to 6pm each weekday, for 51 weeks of the year. The nursery employs 12 members of staff. Of these, nine hold appropriate early years qualifications at levels 3 and above. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tara Naylor

### 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 manager and has taken this into account in the evaluation of the nursery.
- The manager explained the curriculum intentions to the inspector during the learning walk.
- The manager and the inspector observed and evaluated an activity together.
- Parents shared their views of the setting with the inspector.
- 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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