

Inspection of Buttercups at Little Teddies

361 A, Walderslade Road, Chatham, Kent ME5 9LW

Inspection date: 7 June 2023

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 feel happy and safe in this welcoming and nurturing environment. They develop strong relationships with their key person, who knows them very well as individuals. The managers and staff have high expectations for children and implement a curriculum that provides children with exciting learning opportunities. Children, including children with special educational needs and/or disabilities (SEND), are supported well to make good progress and reach their full potential.

Children enjoy being outdoors, where they have plenty of opportunities to be active and explore the environment. They take part in activities to help develop their physical skills. For example, they ride bicycles, take part in an obstacle course and develop their balance and coordination on climbing equipment.

Children behave very well and understand the expectations for their behaviour. Staff are positive role models for children and help them learn to share, take turns and use polite manners. Children show respect for resources and share with their friends. Staff take all opportunities to positively acknowledge children's effort and achievements. This helps to build children's self-esteem and confidence in their own abilities.

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

- The managers know the setting very well and have clear intentions for what they want children to learn. Staff demonstrate a good understanding of the areas of learning and development and how to implement these. Young children develop their fine motor skills during play. They spend time exploring with sand and use their hands and spades to dig and search for treasure. Older children begin to develop the skills needed in readiness to start school. They take part in group activities, follow instructions, take turns and listen to their peers. Overall, children make good progress in their development.
- Staff comment they feel very supported by the management team. They receive regular training, enabling them to refresh their knowledge and learn new skills. The manager works alongside the staff team, carries out regular supervision meetings and provides feedback on their practice. This enables staff to build on their knowledge and practice.
- Children's language is developing well. They benefit from lots of stories and rhymes throughout the day, which helps them to learn new words and develop their vocabulary. Staff use different strategies to help promote children's communication skills. For example, they will often use keywords, signing, picture cards and a visual timetable to help children understand what is happening next.
- Staff encourage children to learn about health and hygiene. Children are encouraged to wash their hands regularly before mealtimes. Healthy eating is

promoted well. The managers and staff support parents to develop their understanding of the importance of providing their children with healthy packed lunches.

- Partnerships with parents are effective. Staff establish positive relationships with parents. They gather detailed information about children on entry to help support their individual needs and interests. Staff regularly share information with parents about children's experiences, new achievements and the progress they are making in their learning. Furthermore, staff offer suggestions for ways to support their children's learning at home. Parents are complimentary about the caring and welcoming staff team. They comment they feel very informed about their child's development.
- The manager and staff work in close partnership with parents and other professionals to support children with SEND. They share information and carefully consider how to include appropriate strategies into children's individual learning plans. Consequently, children with SEND benefit from highly effective support.
- Staff use regular observations and assessments of their key children to plan the curriculum. Consequently, children become engrossed in exciting activities. However, at times, the frequent changes in routine can disrupt children's ability to explore further, and their ideas are not always given further consideration as staff move them on to the next activity.
- Staff are knowledgeable about what they want children to learn. This helps to ensure that children are ready for the next stage in their learning. However, children do not always have ongoing opportunities to help deepen their understanding of the diversity of life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff have a secure understanding of safeguarding and child protection. They complete safeguarding training and regularly review their knowledge during team meetings and supervision meetings to ensure they are up to date. Staff know how to recognise signs that may indicate that a child is at risk of harm and the action they would take to report their concerns. The provider and managers implement robust recruitment and vetting procedures. Furthermore, they continually assess staff's ongoing suitability to ensure that they are suitable to work with children. Risk assessments are implemented consistently to help make sure the environment remains safe and secure.

What does the setting need to do to improve?

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

- review and improve the organisation of the daily routine so that children have

sufficient time and support to fully explore and maximise the learning opportunities available

- extend opportunities to deepen children's understanding of the diversity of life in modern Britain.

Setting details

Unique reference number	2695576
Local authority	Medway
Inspection number	10287744
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	2 to 4
Total number of places	26
Number of children on roll	56
Name of registered person	Little Teddies Nursery Basildon Ltd
Registered person unique reference number	2587501
Telephone number	01634 685511
Date of previous inspection	Not applicable

Information about this early years setting

Buttercups at Little Teddies registered in 2022. It is based in Walderslade in Medway, and it operates from 7am to 6.30pm, Monday to Friday.

Information about this inspection

Inspector

Nicky Chambers

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 and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- Staff spoke to the inspector during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023