

Inspection of Buttercup

Fanshawe Crescent, Dagenham, Essex RM9 5QA

Inspection date:

28 September 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

Staff greet children warmly as they arrive at this setting. Their interactions with children are consistently supportive and reassuring. Staff work hard to embed routines and have effective strategies in place to support this. For example, a large visual timetable is used with children throughout each session. Staff are consistent in their expectations of children, frequently referring to the 'golden rules' and explaining why these are important. Children quickly feel safe and secure, which contributes to rapid improvements in behaviour for children who find it difficult to self-regulate.

Leaders have an excellent understanding of child development. They ensure the curriculum continually builds on prior learning, with a strong focus on securing early speaking and listening skills. For example, children enjoy taking turns to pull an animal out of a bag and are supported to name it before reading the story 'Dear Zoo' together. Staff are skilled at modelling simple language. They use signs and visual cues effectively to ensure that children understand basic instructions and routines.

Staff ensure that activities are carefully matched to the needs of the children, including those with special educational needs and/or disabilities (SEND). For example, group times for the youngest children are short and fast paced to help them remain engaged. This means children experience success, supporting them to build a positive attitude to learning over time.

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

- Leaders have designed a curriculum that gives children, particularly the most disadvantaged, the knowledge and skills they need to close any gaps in learning. Learning has been carefully sequenced, with a focus on mastering basic skills in the prime areas. For example, an appropriate focus is given to building up attention skills through engaging 'bucket time' sessions. This helps to prepare children for their next stage of learning.
- Leaders and staff prioritise the development of communication and language skills. They repeat simple language, often using actions, objects or visual prompts to aid understanding. For example, staff use pictures of fruit and milk to communicate that it is snack time. This could be extended even further, such as when children are given choices about which nursery rhyme they would like to sing.
- Key workers carefully assess children and swiftly identify areas of need. They communicate any concerns with parents and work hard to ensure a consistent approach between the setting and home. Staff know their key children well and talk about the strategies they have in place to meet the needs of each individual

child. They communicate effectively with the wider team to ensure consistency. As such, the key-worker system is highly effective.

- The special educational needs coordinator (SENCo) is knowledgeable and passionate about their role. They have embedded a multitude of strategies to successfully support children with SEND. For example, the introduction of 'transitional objects' helps to prepare children for group time. This could be extended further to support children through other transitions. The SENCo works well with external professionals to secure early support for a wide range of needs. Staff work together to create a highly inclusive environment in which all children are valued. All children, including those with SEND, make significant progress from their starting points.
- Leaders have extended their outside area to provide children with plenty of opportunities to be physically active in their play. This helps them to develop gross motor skills and meets the needs of children who take a more physical approach to learning.
- Staff encourage independent skills in preparation for school. For example, children are learning to pour their own milk at snack time and brush their teeth together after lunch. This contributes to a sense of well-being as children start to meet their own needs. However, on occasion, children do not get timely enough support as they learn new self-care skills.
- Leaders ensure that staff get appropriate training opportunities and monitor the impact of these through effective supervisions. Staff feel well supported and are happy to work at the setting. This is reflected in their interactions with children and their commitment to making a difference.
- Leaders carefully use any additional funding to meet the needs of children. For example, they recently observed chicks hatching in their setting. This provided children with a new, highly engaging experience that promoted development across the curriculum areas.
- Parents comment positively on the setting. They talk about the notable progress their children have made in a short period of time. They feel that staff are approachable and offer frequent feedback. Parents praise the manager for listening to them and offering timely support and advice, which they value and appreciate.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are approachable and present in the setting. Staff are given frequent opportunities to share information about the children in their care. This contributes to a strong safeguarding culture. All staff take their responsibilities seriously. They share the attitude that 'it could happen here', which ensures they remain vigilant. Staff have secure knowledge of potential signs of abuse and the reporting arrangements for any safeguarding concerns. Leaders ensure that staff are suitable to work with children through robust recruitment and vetting procedures. They ensure continued suitability through effective staff supervisions. Staff are aware of potential risks in the setting and are quick to minimise these.

What does the setting need to do to improve?

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

- extend the use of visuals even further to support children to make choices
- further improve transitions to minimise disruption to the otherwise calm and predictable routines
- deploy staff even more effectively to ensure children always get the support they need.

Setting details

Unique reference number	EY435284
Local authority	Barking and Dagenham
Inspection number	10301265
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	38
Name of registered person	Pogmore, Tracey Louise
Registered person unique reference number	RP513667
Telephone number	07950865421
Date of previous inspection	31 January 2018

Information about this early years setting

Buttercup registered in 2011. The pre-school employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 or 3. The pre-school is open each weekday, from 9.15am to 2.45pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Nicola Baker

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 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- 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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