

Inspection of Buttercups Ealing Broadway

Buttercups Day Nursery & Montessori School, 9 Florence Road, Ealing, LONDON
W5 3TU

Inspection date: 20 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children's personal development is excellent. They receive high-quality interactions from staff. Children form warm relationships with staff, which gives them the confidence to have a go at anything presented to them. Children learn by mistakes made and show confidence in problem-solving and finding ways to make things right, such as cleaning up spillages. Children are given the opportunity to take measured risks, such as with chopping fruit and walking up and down the stairs from an early age. Children's individual characters are nurtured to help them become confident, independent individuals.

Children are well supported by staff, who have high expectations of them to meet their potential. Staff actively teach children to be kind, patient and take into consideration each other's needs and wants. There are no barriers to children's learning as staff work to overcome potential barriers. This helps all children to make exceptional progress during their time at the nursery.

The passionate and dedicated management team is committed to the role it plays in the lives of children who attend, as well as the impact it makes on the wider community. Managers have developed and embedded a challenging curriculum that equips every child with the skills and knowledge needed to access learning at each development stage. Leaders have a proactive approach to staff professional development which keeps their knowledge up to date. Training opportunities are regular and in depth to support the professional development of their long-standing staff team. The staff team is intrinsically motivated to deliver high-quality purposeful learning opportunities for children. These opportunities link with real-life experiences that teach the children empathy and develop life skills, such as making and posting get-well cards for King Charles III.

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

- Leadership in the nursery is inspirational. The highly qualified and experienced management team has a clear understanding of what it wants children to learn and how. Staff have an excellent understanding of how children learn due to the outstanding training opportunities provided by the leadership team. They plan well-sequenced activities and embed routines that promote child development.
- The curriculum is inspiring and child-centred. Staff allow every child an opportunity to choose, whether this is through using visual prompts for babies during song time, or through choices in experiences offered to pre-school children. The well-planned curriculum is exceptionally delivered in sequence. Children's knowledge and skills are built on as they develop. This means that children practise skills and remember new learning.
- Staff foster a strong sense of responsibility and children take ownership of the

roles they play in the nursery. For example, monitors in pre-school independently wash their hands, put on their apron and begin setting up the tables for lunchtime. The independence skills shown by the children are exceptional. Children understand the role that they play in making the nursery run smoothly. Independence is excellent in the younger children's rooms. Children take care of their personal skills as they independently wipe their own noses and put the tissue in the bin.

- Children behave exceptionally well. Children independently take turns and support each other's needs. Older children wait before asking permission to join in play. Children respond with openness and include others in their learning experiences.
- Children with special educational needs and/or disabilities (SEND) are supported to achieve their potential. Staff work incredibly well with outside agencies to support children. They do not see barriers to learning and makes adaptations to ensure children with SEND work beyond expectations. All staff are dedicated to providing individualised plans for these children and adapt personalised routines to support them to achieve in line with their peers.
- Children's communication and language skills are promoted exceptionally well. Staff engage well with babies to promote speech through singing and actions. Staff understand how to help children learn to communicate in words as they talk to them and explain what is happening to them. They effectively engage in back-and-forth communication with babies, while introducing them to new vocabulary. Children across the nursery are given time to respond to effective questioning and comments from adults. These strong foundations in communication and language help children to progress exceedingly well in all areas of learning.
- To support their move on to school, children are taught the skills they will need to access learning. This enables children to have a strong start. Children demonstrate high levels of concentration as they actively take part in counting activities and engage in purposeful role play. The manager accompanies children on their school transition visits alongside their parents, in order to provide additional emotional support where needed. Effective communication between the nursery and future schools provides care and continuity and ensures children are well supported when they move on to their new school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY428485
Local authority	Ealing
Inspection number	10305439
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	84
Name of registered person	Buttercups Nursery Limited
Registered person unique reference number	RP530673
Telephone number	02085678462
Date of previous inspection	21 February 2018

Information about this early years setting

Buttercups Ealing Broadway is located in the London Borough of Ealing and registered in 2011. The nursery is open Monday to Friday from 8am to 6pm, for 51 weeks of the year. There are 31 members of staff. Of these, 26 hold relevant early years qualifications. The nursery is in receipt of funding for the provision of early years education for children aged three years. The nursery follows the High Scope and Montessori principles.

Information about this inspection

Inspector

Samantha Danison

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 inspector and manager conducted a learning walk of the nursery to establish the intention of the curriculum.
- The inspector viewed the premises for safety and suitability.
- The inspector spoke with children, in all rooms, to find out what they like about the nursery.
- The inspector spoke to members of staff at appropriate times during the inspection and considered their views.
- The inspector and manager conducted a joint observation.
- 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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