

Inspection of Buttercups Children's Nursery

Combs Ford Primary School, Glemsford Road, Stowmarket IP14 2PN

Inspection date: 10 May 2024

Overall effectiveness **Good**

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 eagerly wave goodbye to their parents when greeted by the incredibly nurturing staff who know the children and parents so well. Staff provide an invaluable home visit and stay-and-play sessions before children start. Children's emotional well-being is at the forefront, which ensures they settle in smoothly alongside swiftly building trusting and secure relationships with staff. This cheerful home-from-home nursery with real-life resources offers a meaningful learning environment.

Staff are excellent role models, praising children when they show acts of kindness to their peers. Children play cooperatively. They respect the needs of others and enjoy using sand timers to negotiate turn taking.

Babies and children love the endless choice of stimulating play experiences and continuous access to outdoor play, including an imaginative forest garden. Children learn to test their physical limits and develop their resilience. With the right level of support from staff, they learn to access any risks in the environment independently. Children know that they need to step backwards, creating enough space for their peers, who relish gaining maximum momentum and height on the rope swing to go higher. Children gain confidence in their abilities from a very young age, which encourages a positive attitude to learning.

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

- Enhanced by a home visit, each child's key person gathers pertinent information to help them expertly plan the care and learning, tailored to children's individual needs. This early communication helps staff to get to know each child individually so that they make the best possible progress.
- The management team instigates effective partnership working with the host school and other professionals, such as speech and language therapists. This helps secure timely and relevant support for children now, and when they transition to school. As a result, all children, including those with special educational needs and/or disabilities, make significant progress and continuously have their individual needs met.
- Babies and children benefit from a language-rich environment. Staff recognise the importance of reading to children to help foster their enjoyment of books. Children join in, confidently pointing to the characters or objects on the page as staff name them. This provides young children with further exposure to language and builds on their growing vocabulary.
- The highly reflective and dedicated managers provide training and support to staff, ensuring the curriculum intent and teaching is securely embedded throughout the nursery. Guided by children's lead, staff are responsive to their

ideas, enabling children to feel empowered and test out their ideas in their own way. Occasionally, staff do not consistently re-direct children's play to help them to gain most from the rich learning experiences.

- Parents appreciate regular assessments of their child's progress with daily online and face-to-face communication. Staff teach effective coping strategies to support children when they feel overwhelmed or encounter difficulties and share these with parents. Parents report how this collaborative working is improving their child's behaviour and self-esteem, as children are independently using these techniques at home to self-regulate.
- Babies and children are becoming increasingly independent and develop life skills such as cutting up food with a knife and fork. Staff patiently use gentle hand-over-hand guidance to support this learning. Children serve their own meals and learn to make healthy food choices. They understand how this contributes to their good health.
- Mealtimes are sociable events. Babies and young children eat together and demonstrate good table manners with positive role modelling from staff who sit alongside them. Sometimes, staff do not consistently reinforce messages with older children about the importance of sitting down when eating.
- Staff value children's individual characters. Children show high levels of self-esteem and the confidence to count to 60 for fun. Young children show their delight and enthusiasm as they learn through trial and error. Staff provide meaningful praise, encouraging children to keep trying as they attempt to successfully flip a pretend pancake.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- support staff to build on the already good interactions with children to help guide their play to ensure children gain the most from the rich learning experience
- guide staff in providing clear and consistent messages to older children about the importance of maintaining good eating habits.

Setting details

Unique reference number	EY536054
Local authority	Suffolk
Inspection number	10344277
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	0 to 11
Total number of places	63
Number of children on roll	90
Name of registered person	Buttercups Children's Nursery Limited
Registered person unique reference number	RP536053
Telephone number	01449 615965
Date of previous inspection	15 August 2018

Information about this early years setting

Buttercups Children's Nursery registered in 2016. The nursery employs 22 members of childcare staff. Of these, 17 staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. An out-of-school club also opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.45am to 8.50am for the breakfast club, from 3pm to 6pm for the after-school club and from 8am to 5.30pm for the holiday club.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discusses the impact of the pandemic with the managers and has taken that into account in their evaluation.
- The nursery managers and the inspector completed a tour of the nursery, both indoors and outdoors to understand how the early years provision and curriculum are organised. Additionally, the managers showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with one of the managers and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and also took account of their views.
- The inspector held a meeting with the managers and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the nursery and a selection of other records.

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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