

Inspection of Buttercups Nursery School Ltd

C/O Whiteley Community Centre, Gull Coppice, Whiteley, Fareham, Hants PO15 7LA

Inspection date: 21 August 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	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted at the gate by staff that are happy to see them. Kind and caring staff support the children's personal, social, and emotional development well. For instance, children separate into groups when they have settled. During this time, staff encourage children to think about how they feel, and to share this within the group. Children feel appreciated, as staff listen intently to what they say. They give children time to speak and share how they feel. Children are developing good foundations in understanding and reflecting on their feelings, which helps them to self-regulate their emotions and understand the impact of their actions on others.

Staff effectively role model the kind and positive behaviours they expect the children to demonstrate. In turn, children are polite, caring, and considerate of one another. Staff are highly skilled at encouraging the children to play amicably together and to share their experiences. For example, children pretend to make a birthday cake in the sandpit area. The staff share children's joy in their role play as they sing happy birthday with them. They ask the children to count how many friends are present to enable them to slice and share the birthday cake. Children count six friends and represent the numbers on their fingers. Staff successfully support their social skills, mathematical development, and their imaginative play.

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

- Managers have failed to notify Ofsted of a significant event as required. However, this does not have a serious impact on children's care or learning and managers have assured Ofsted they understand their responsibility to do this in the future.
- Managers are devoted and committed to ensuring they provide a safe, stimulating, and peaceful environment for staff to work, and children to thrive. Staff receive robust inductions and have regular supervision sessions that support their well-being and continual professional development. This benefits the children and the care and education they receive. Staff report that they feel extremely supported in carrying out their roles and responsibilities. The successful coaching and training that staff receive gives them the tools they need to deliver good quality teaching to the children.
- The curriculum in place is ambitious and well thought out. The managers have a clear vision and understanding of what they want children to learn. This has been articulated well to ensure staff fully understand what they are teaching children and why. In regular team meetings, staff and managers reflect and discuss the curriculum and adaptations are made where necessary. Staff are skilled and confident when implementing the intention for learning in their everyday practice, and through their well-considered interactions and activities.

Children make good progress in their learning and development.

- The key person system in place is strong. All children have a secondary key person to help support and enhance their learning. The key persons ensure children receive tailored support that is unique to them. They gather valuable information from their starting points and provide appropriate and achievable next step targets for children to achieve. Staff generously praise children and celebrate their successes. This helps children feel proud of themselves, and they develop a positive sense of self.
- Overall, staff support children to share their thoughts and opinions during their play. Communication and language are supported well. Staff promote openness and respect the children as individuals. This helps children feel valued, and most children are secure as they exchange back-and-forth communications with the adults and each other. However, on occasion, some staff members do not make the most of their interactions, particularly when helping the quieter children who need more encouragement to join in with activities. This does not fully support children to build their confidence to participate and add to group discussions.
- Staff effectively deploy themselves to ensure the children are well supervised at all times. They carry out rigorous risk assessments to make sure the environment is safe for children to play and explore. Staff encourage children to think about dangers as they reinforce the rules and boundaries. For instance, when staff ask children not to sit on the mud kitchen, they talk to them and seek their thoughts about why this presents a risk. Children talk about them falling off and hurting themselves on the floor or falling on an object. They are learning secure foundations on how to identify risks and keep themselves safe.
- Parent partnership is deeply rooted in the ethos of the nursery. Managers and staff recognise the value of collaboratively working together to give children high quality care and learning. Parents share examples of the support they receive, such as home visits and consistent communication. Additionally, managers and staff work with other professionals such as local schools to ensure children can successfully transition into their next phase of their learning journey.

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:

- develop staff's skills in supporting children who are less confident to engage in more purposeful play and learning.

Setting details

Unique reference number	EY226083
Local authority	Hampshire
Inspection number	10357235
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	24
Number of children on roll	24
Name of registered person	Buttercups Nursery School Ltd
Registered person unique reference number	RP520470
Telephone number	01489 881802
Date of previous inspection	12 February 2020

Information about this early years setting

Buttercups Nursery School Ltd registered in 1998. It operates from rooms within Whiteley Community Centre in Fareham, Hampshire. The nursery opens each weekday from 8am until 6pm, all year, except for one week over Christmas and Easter and all public holidays. It receives funding for the provision of free early education for children aged two, three and four years old. There are six staff members in total. The two owners manage the nursery; one of whom holds a relevant early year's degree and the other holds a level 3 qualification. Three other members of staff hold qualifications at 3, and one at level 2.

Information about this inspection

Inspector
Kelley Ellis

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children spoke to the inspector during the inspection.
- 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 a joint observation of a group activity with the manager.
- 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.

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 2024