

Report for childcare on domestic premises

Inspection date: 17 July 2025

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 are happy and thoroughly enjoy their time at the setting. Staff provide a nurturing and stimulating learning environment where children experience an abundance of warmth and care. Positive interactions with staff offer children continuity and stability, helping them build strong, trusting relationships. Children develop their confidence well. For example, on arrival, older children eagerly explore the large outdoor environment, while younger children quickly settle, inviting adults and other children into their play.

Staff use children's interests to organise learning experiences that build on their previous knowledge. For example, children gain a good understanding of the world around them through time spent on the dairy farm. They learn about the life cycles of animals, plants and insects and how to live in an eco-friendly world. Staff monitor children's progress carefully. They identify children's individual next steps in learning and provide targeted activities to narrow any gaps to ensure all children make good progress.

The setting has a strong focus on promoting children's personal, social and emotional development. When minor disagreements occur, staff deal with these sensitively, encouraging children to share and take turns with resources. Children are continuously busy and motivated learners. They make good friendships and enjoy playing alongside each other. Children show kind and helpful behaviour. They enjoy home-grown balanced meals, and staff teach children about healthy eating options. For example, children learn about the effect food has on their bodies and how some foods are not good for teeth. Children learn how to clean their teeth to improve their oral health.

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

- Staff share information with parents through various methods, including daily conversations, termly reports, newsletters and an online app. They share resources with parents to help establish routines at home that support children's development. For example, staff send books home for families to enjoy together. These activities help strengthen the connection between home and the setting.
- Staff work effectively with external professionals when they identify children are at risk of falling behind in their learning. For instance, they share information appropriately and follow plans suggested by other professionals to ensure a consistent approach to children's learning. Parents appreciate the prompt referrals to specialists. They report noticeable improvements in their children's social and language skills due to staff's targeted support.
- The manager plans regular supervision meetings with staff to support them in their roles. They organise specific training events for staff to further enhance

their knowledge and teaching skills. Staff report that leaders are proactive in supporting their well-being. Staff's high morale has a positive impact on their teaching and interactions with children.

- Children develop mathematical language effectively, which staff weave into many activities. For example, older children are encouraged to count forwards, backwards and predict how many eggs and chicks are left during songs and rhymes. Staff introduce mathematical language to younger children, such as full and empty, as children scoop water into teapots and various containers in their water play.
- Staff support children to be curious and to take managed risks to help build their self-confidence and physical skills. Children delight in being outside in the fresh air. They carefully balance as they walk along wooden planks and use various objects, such as wooden tubes and rubber tyres, to create obstacles. Children confidently explain the rules to visitors. For example, they point out the orange ribbons around the trees that form the boundary to which they can play to keep them safe.
- There are lots of opportunities for children to develop their listening and attention skills. Older children confidently build their language skills and vocabulary as they chat with staff. Staff listen carefully and model clear words and concise phrases for the younger and less confident children to copy to develop their emerging speech. However, at times, staff do not adjust their group times well. Sometimes, these sessions are too long, and stories and songs are not appropriate for the ages of the children, which means they become disengaged.
- Staff know their key children well and organise learning opportunities that nurture their interests and develop their learning. However, at times, older children are not effectively challenged to extend their thinking and deepen their knowledge. Activities are sometimes very easy for the oldest children to complete, meaning staff do not encourage them to solve appropriately demanding problems that further extend their critical thinking skills.

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 organise learning experiences for older children that more closely meet their individual needs and build on what they already know and can do

- reduce waiting times during and between activities more effectively to retain children's focus and attention.

Setting details

Unique reference number	EY420770
Local authority	Wiltshire
Inspection number	10399437
Type of provision	Childcare on 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	48
Number of children on roll	69
Registered person unique reference number	RP910959
Date of previous inspection	2 December 2019

Information about this early years setting

Buttercups Kindergarten registered in 2010. The kindergarten is open each weekday from 8am to 5.30pm, all year round. The kindergarten receives funding to provide free early education for two-, three- and four-year-old children. There are eight members of staff, including the manager. Of these, six hold a suitable qualification at level 3, one at level 2, and one is unqualified.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- The manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed interactions between children and staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the setting with the manager.
- Parents shared their views of the setting with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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