

# Buttercups

359-361 Walderslade Road, Walderslade, Chatham, Kent, Me5 9LW

<b>Inspection date</b>	07/01/2014
Previous inspection date	08/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff build good relationships with the parents, enabling sharing of information to support children's well-being, learning and development.
- Resources are stored in an organised way at child-height and labelled, supporting children's independence and choice.
- Staff, including the management team, are well-qualified and use their knowledge and experience to support children's learning across the seven areas.
- Staff interact well with the children, supporting and promoting children's communication and language skills.

### It is not yet outstanding because

- The storage and display of books does not encourage children to fully use this area.
- Staff do not fully encourage mark making throughout the nursery on a regular basis to encourage children to practise writing for a purpose.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spent the majority of the inspection observing the staffs interacting with the children.
- The inspector sampled documentation, including the safeguarding information and risk assessments.
- The inspector carried out ongoing discussion with the staffs and management team throughout the inspection.
- The inspector obtained parental views through discussion on the day of the inspection.

## Inspector

Jane Wakelen

## Full report

### Information about the setting

Buttercups opened in 2008 and operates from one room in a purpose built building above a shop. It is situated in the village of Walderslade, Kent. The nursery is open each weekday from 7am to 6.30pm for 50 weeks of the year. The pre-school operates term time only and the holiday club operates during the school holidays. Children attend for breakfast and after school care term time only. All children share access to a secure enclosed outdoor play area. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. There are currently 70 children on roll in the early years age range.

The nursery employs 11 staff, which includes three directors. Of these, the three directors hold a level 6 qualification, six members of staff hold a level 3 early years qualification, one member of staff holds a level 2 early years qualification and the last member of staff is an apprentice working towards an early years qualification.

### What the setting needs to do to improve further

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

- improve the book area to provide a cosy, welcoming space with a greater selection of books and print to encourage children to look at books independently
- develop opportunities for children to experiment with writing and mark-making using a variety of tools and resources throughout the setting.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning and development because staff have a good knowledge of the 'Early Years Foundation Stage framework'. They ensure all areas of learning are addressed through planning and accessible resources. Staff show a good awareness of children's likes and dislikes and plan accordingly. Children show familiarity with the accessible resources, knowing where to access their favourites. In addition, children are confident to approach staff for further resources if necessary. Children confidently make choices as they access the different areas around the nursery. For example, children play on the carpet area with a variety of box games and jigsaws or the building bricks. Staff join in with children's play when relevant to provide good support and promote children's understanding. They encourage children to problem solve. For example, staff ask children why the tall tower of bricks will not balance. In addition, staff extend children's mathematical language as they talk about finding the cylinders and ask

which tower is the tallest or smallest.

The majority of children have good language and communication skills. Staff talk to the children, either introducing new vocabulary or asking open-ended questions. As a result, children are able to extend their understanding and communication skills. For those children with speech difficulties, staff provide appropriate support such as Makaton or 'sign along' or implement programmes from the speech therapist. Therefore, all children are included and involved. Children show good listening skills as they follow instructions on the compact disc player to place the bean bag on various parts of their bodies. They listen well in large and small groups to stories and when listening to each other telling their news. However, children do not regularly select books to read independently as books are stored alongside other activities rather than in a comfortable area.

Children show good fine physical skills as they complete puzzles, hold their pencil in a tripod grip and use tools such as the scissors, with increasing control and effectiveness. Staff sit alongside children to help them to succeed and gain a sense of achievement by completing their task. However, the writing area is not well organised and writing for a purpose in other areas of the nursery is not fully explored by the staff. Opportunities to act out familiar stories, using a variety of props, enable children to move their bodies in different ways, crawling under the table or over the mats. Children use the sit and ride toys outside, the rockers, balls and the milk crates, developing their imagination and social skills of sharing. Staff introduce the parachute, resulting in children excitedly running underneath or trying to keep the small balls balanced in the middle.

Children use a good range of resources in the role play area, developing their imagination as they act out familiar roles from home, become super heroes or workmen with the tools. Children's imagination is further extended through use of the small world toys, such as the animals and knights with their horses. Painting, sticking and general messy play happens on a daily basis, and children's creations often featuring in displays around the room.

Staff carry out regular observations of all children, with key people being responsible for their key children's assessment files. Staff use their knowledge of the children and the observations to plan children's next steps in their learning and to inform future planning. This good process is supported by information from parents, photographs and pieces of children's work. A summative assessment is shared with parents at formal evenings twice a year. In addition, a progress check is recorded for children aged two years to enable parents to share information with health professionals.

### **The contribution of the early years provision to the well-being of children**

Staff use the key person system well to develop relationships with the children and their families. This results in children that are settled and confident individuals. Each key person knows their children well and uses this knowledge to plan activities to meet their individual interests. Children are encouraged to be independent, going to the toilet, washing their hands and putting spreads on their bread at snack time, for example. Children behave well and have a good understanding of expected conduct. Staff regularly offer praise and

encouragement to the children, promoting their self-esteem and feeling of belonging.

Children learn about the importance of living a healthy lifestyle. They have daily opportunities to play outside, wearing appropriate clothing for the weather. Staff talk to the children about what happens to their heart when they run around and the importance of fresh air on keeping healthy. In addition, children are given a selection of healthy snacks with a drink of milk or water. Children make choices about what to drink and show good hand and eye coordination as they pour their drinks. Individual drink bottles are available for the children throughout the session to enable children to access a drink when they need one. Good hygiene routines are implemented and staff act as good role models, following thorough hygiene routines for nappy changing and food preparation.

Staff have effective procedures in place to keep children safe. For example, children names are recorded when leaving the room to use the outside play area to provide secure records in the event of a fire drill. Children are reminded that they must go down the stairs slowly and hold onto the hand rail. Staff have set procedures when taking children outside to ensure their safety, as the route involves taking children onto a foot path used by the public. Effective risk assessments have been written and are in place for the indoors, outdoors and outings. These are reviewed on a regular basis and updated when necessary.

Staff plan the room and ensure the layout enables children to access resources for each of the seven areas of learning. They review this regularly and move items around if children are not using any of the areas regularly. Children access a wide variety of resources and toys, all stored in low level storage drawers that are labelled with pictures and words. Further resources are available in additional cupboards to enable staff to rotate equipment to provide further interests or challenges.

Children are well prepared for their move to school. Staff have a good understanding of the skills children need for school and provide opportunities to practise these, such as name recognition and writing their name. Children are encouraged to put on their coat and shoes when going outside and to visit the toilet independently. Staff find out information from the local schools and have built up good relationships with the majority of them. The staff accompany children to visits at school and read stories to children about starting school to help them understand the new experience.

Parents are very happy with the care the nursery provides for their children. Parents are given regular opportunities to share their views and suggestions through means of a questionnaire. In addition, daily contact books are in use, alongside daily conversations between practitioners and parents, resulting in good exchange of information to support children's needs. Parents are given all policies and procedures for the nursery and are asked to provide written consent for aspects of care. They work with the key person to promote children's learning and contribute to their child's assessment records at parent's evenings and informal discussions.

**The effectiveness of the leadership and management of the early years**

## provision

The nursery is run by three directors who all hold an early years degree and have a wealth of experience between them. They use this knowledge and experience to support staff to deliver an educational programme that supports children's learning in all areas. The directors all have different responsibilities within the nursery and ensure each member of staff has a particular responsibility for an area within the nursery. This helps all staff to feel involved and able to take responsibility or to share in the decision making process. Staff work well as a team, and are committed to providing good quality care for all children. Effective monitoring systems are in place to track children's progress through observations, assessment and planning, in addition to the computer programme, 'Progress monitors'. Consequently, weaknesses are quickly identified and action put in place to address specific areas of learning.

The directors ensure thorough processes and procedures are implemented when recruiting new staff. Rigorous checks and processes are followed to ensure the suitability of new staff who then follow an effective induction programme. Regular supervisions and appraisals are implemented throughout the year to ensure staff remain suitable. Managers identify training needs and organise courses to support staff's professional development. Regular staff meetings are organised, providing a forum for the staff team to discuss the educational programme and individual children.

The directors and the staff team have completed a self-evaluation, reflecting an accurate picture of the nursery and its provision. It provides a clear picture of the many strengths within the nursery and identifies aspects to develop, such as the transition forms for when children leave the nursery. As a result of the thorough self-evaluation, continuous improvement is well promoted.

Safeguarding procedures are effective and secure. All staff have attended training and have a good understanding of the procedures to follow should they have any concerns about children in their care. A thorough policy and procedure is implemented and all the relevant documentation is in place to promote children's well-being. These procedures are well supported by the risk assessments and measures put in place to protect children such as the key pad on the door to prevent unwanted visitors. Consequently, children play in a safe, secure environment.

Partnerships with outside agencies are good. The directors have good links with teachers from local schools and this helps to settle children when they move from the nursery to school. Practitioners also approach outside agencies if they require guidance to support children in the nursery with specific needs. As a result, the triangulation of information between the nursery, family and the professionals enables children's needs to be identified and addressed. This supports children's ongoing progress.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY366683
<b>Local authority</b>	Medway Towns
<b>Inspection number</b>	945995
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Buttercups Care Ltd
<b>Date of previous inspection</b>	08/12/2008
<b>Telephone number</b>	01634 685 511

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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