

Buttercups Nursery School

Parkers Field, North Petherton, Bridgwater, TA6 6PN

Inspection date

Previous inspection date

19/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and settled, and as a result, they play confidently.
- Children have access to a well-planned play and learning environment. The effective organisation of space, resources and equipment encourages them to explore and investigate freely.
- Staff plan activities in response to the individual interests of children and make observations of their achievements.
- Staff are welcoming and develop positive relationships with children and their carers which supports them to be active and independent learners.

It is not yet good because

- The procedures for storing confidential information and records about children are not yet sufficiently embedded in practice.
- At times children do not fully engage with some of the adult-led activities.
- Individual children's next steps for learning are not always clearly identified and planned for, particularly when staff recognise children need additional support.

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 observed activities in both the inside and outdoor environment.
- The inspector took into account the views of parents and carers spoken to during the day.
- The inspector spoke to staff and held discussions with the manager
- The inspector reviewed a sample of relevant paperwork including children's learning records, planning documents and staff records.
- A joint observation was offered to the manager.

Inspector

Janet Harvell

Full report

Information about the setting

Buttercups Nursery registered in 2014. It operates from premises at North Petherton Football Club, Somerset. Children are grouped according to age; children aged over two have use of a large room with adjacent toilet facilities for staff and children. Babies have use of a smaller room with sleep and changing areas. There is access to an enclosed area and the football pitches for outdoor play. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery accommodates children from birth to the end of the early years age range at present. The nursery opens throughout the year from 7 am until 6 pm each weekday. The owner/manager has an early years qualification at level 3 and employs four staff with relevant qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that all records are easily accessible and that confidential information and records about children are kept securely on the premises
- develop systems for planning for individual children's progress, particularly for those children who may require additional support

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

- review the organisation of group activities so they engage and interest all children.

Inspection judgements

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

Staff have a sound understanding of how children learn. Space is well organised and children enjoy exploring the environment. Children have access to, and can freely choose from, a broad and balanced range of resources and experiences that support their learning and development in all seven areas of learning. Resources are stored in labelled boxes at child height. This supports children's self-selection of play opportunities and they gain the confidence to explore independently. This effectively promotes their learning through play.

For example, one table is set up with dried pasta that encourages children to handle and use their senses as they explore the different textures, and develop hand to eye coordination as they fill and pour pasta into a range of containers.

Staff encourage children's early language and literacy skills effectively. Babies enjoy looking at books and sit comfortably with staff to share them. They show an interest in the pictures, turning the pages and looking at staff to confirm their achievements. Children see printed labels, symbols and signs around the play areas. As a result, their understanding of print having meaning is promoted well. During snack time, effective use is made of daily routines to support literacy skills. For example, staff prompt children to identify initial letters in their names whilst dual language signs support children whose first language is not English; this shows the nursery values the home language of families. Children make very good attempts at signing during snack time, using the signs and saying the words for 'yes', 'no', 'water', 'milk' and 'thank you'. This is particularly effective in supporting the language development of younger children and, as a result, children's language is supported well.

Staff promote children's number skills appropriately. They encourage children to count the number of children present during group sessions and begin to understand how long 'ten minutes' is when being prepared to tidy up. Children play co-operatively as they learn to share resources and take turns. For example, during snack time children took turns in pouring their drinks and choosing from a selection of fruit. These activities and experiences help children develop appropriate skills for school or their next stage of learning

Staff closely monitor children's interests and use this information effectively to plan suitable activities in order to support their enjoyment of learning; this shows staff know children well. However, this is not always used as effectively to promote individual children's next steps in learning. Staff complete observations of children and use these appropriately to monitor children's progress towards the early learning goals and identify where children are making less than expected progress. The Special Educational Needs Coordinator develops good partnerships with external agencies to promote continuity of care for children with additional needs. However, while waiting for external support, they are less confident in putting individual plans in place to promote specific areas where children require extra support, for example, speech and language. Overall, children are working within the expected range for their development. The quality of teaching is sound. Staff join in with children's play and encourage children to explore and talk about what they are learning, and make links to what is happening and why. For example in the sand pit, children are encouraged to think about what happens to the water when it is poured on the sand, and where it goes to. As a result, children are developing the characteristics of effective learning. However, at times children are not as engaged. For example, during a group singing session, not all children participated in singing the rhymes and as a result, there was a loss of focus.

Overall, key persons are developing effective relationships with their key children and their parents. There are systems in place to gather information from parents about children's starting points when they commence at the nursery. Parents are encouraged to contribute information about their children by writing comments in their home/nursery communication books. Parents comment positively on how welcoming the nursery is and how much their children enjoy attending. This supports the development of effective

partnerships between the nursery and parents.

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

The nursery provides a welcoming environment with a good range of toys and resources that help children to feel at home and, as a result, they settle well. Children have developed effective relationships with their key person which help them feel safe and secure. For example, young babies' emotional needs are well met by caring adults as they are gently distracted and comforted with toys. This means that children and babies are happy and settled.

Staff manage children's behaviour appropriately using a range of strategies to manage any unwanted behaviour. For example, staff remind children not to throw objects, asking them to think about the consequences that this might have. Children also manage their behaviour by negotiating with others regarding the sharing of resources and waiting to take turns. For example during registration, they have the opportunity to choose nursery rhymes to sing, and also take it in turns to complete the weather chart. This means that they are developing good relationships as they become aware of the needs of others.

Children have good opportunities to play outside and be physically active and they make good progress in their physical development. Children play well alongside other children. The spacious and well-resourced indoor and outdoor play areas enable them to move around freely as they develop their bodily coordination. For example children play with hoops in the garden, use a range of wheeled toys and enjoy running around safely in the space. Staff take good steps to provide children with healthy snacks and drinks as they choose from a selection of fresh fruit and water or milk at snack time. Children are encouraged to try unfamiliar foods and staff praise them when they do.

Children learn how to keep themselves safe as they take part in regular fire drills. They understand the need to wear sun tan lotion and sun hats before playing outside in the hot sun. They are also learning how to manage their own needs as they use the bathroom independently. Established routines such as hand washing before snacks help children develop a positive awareness of appropriate hygiene practices and they learn how to prevent germs spreading. Children access drinking water throughout the session and are skilled in pouring their own drinks. Consequently, children's independence is well supported and as a result, they are well prepared for school. Reception teachers have been invited into the nursery to meet the children and support their transition to school. This means that children are being emotionally prepared for the next stage in their learning.

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

Staff provide a welcoming environment and a range of suitable resources and activities to meet the individual interests of children. The manager is receptive to help from the Local

Authority early years advisors and welcomes advice which will bring about improvements for the benefit of the children. Having recently opened, the staff are constantly evaluating practice and identifying areas for development. This means that the manager has an appropriate understanding of the strengths and weaknesses of the setting.

Sound arrangements are in place to monitor the quality of the educational programme. The manager implements training to further support staff's knowledge and understanding. For example, staff have recently attended an in-house training day on planning and as a result, are developing a more consistent approach when planning to meet children's interests. Children's individual interests are identified from observations and adult-led activities. The manager is currently using this information to develop a summary of children's interests and an overview of their progress against the early learning goals. This is still in the initial stages and consequently, planning for children's individual stages of development is not yet as effective as it might be, particularly for those children who require additional support.

The staff team has a sound understanding of the safeguarding policy and procedures they should follow if they have any concerns. All staff have completed in-house safeguarding training during induction. Children enjoy a safe and secure environment that is accurately risk assessed by the staff. Parents have to ring a bell for staff to unlock the gate and allow parents access into the nursery. This means that children are protected and can play in a safe environment. Overall, the manager has an appropriate understanding of the welfare and safeguarding requirements. However, during the inspection visit some children's records were initially unavailable and were not stored securely in the nursery. This is a breach of a legal requirement but as the records were returned during the inspection visit, this was not seen to have a significant impact on children's well-being and safety. Suitable systems are in place to check staff and help ensure their suitability to work with children and proof of these checks were available at inspection.

Staff are beginning to develop effective relationships with other settings the children attend. Parents are very positive about the nursery, describing how much their children enjoy coming to the nursery and how friendly the staff are. There are sound systems in place to share information with parents on a regular basis. For example, staff spend time at the beginning and end of each session talking to parents about their child's experiences and this information is also recorded in children's daily record books. This means that parents are aware of the activities their children have taken part in and they have the opportunity to include details of significant events that have occurred at home. This works sufficiently well to keep them informed of their children's achievements.

The manager accesses external agencies for children who require additional support in their learning and development to promote inclusion and meet individual needs. This means that appropriate support is provided for children with additional needs when external intervention is gained. However, in the meantime, the manager is less confident in setting up individual plans to help close gaps in children's learning promptly. Overall, the manager and staff have a sound understanding of the learning and development requirements of the Early Years Foundations Stage. As a result children are making sound progress in their learning and development and being prepared appropriately for the next

stage in their learning.

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

Unique reference number	EY472196
Local authority	Somerset
Inspection number	953621
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	43
Name of provider	Nicola Jane Holman
Date of previous inspection	not applicable
Telephone number	07503870404

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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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