

Buttercup Nursery

Pelton Community Primary School, Ouston Lane, Pelton, CHESTER LE STREET, County Durham, DH2 1EZ

Inspection date	10/07/2013
Previous inspection date	25/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children enjoy their time at this welcoming and friendly nursery and make good progress. Staff give children choices about what they would like to do, listen to their contributions and talk to them about their interests.
- Children receive very good levels of care from a strong and established team of staff, who have a lovely rapport with the children. This results in children who are secure, happy and confident to express themselves.
- The key person system supports effective engagement with all parents and carers. They are able to readily access their child's assessment records and are kept well informed about their children's progress.
- Children are prepared well for the next stage in their learning. They are independent and staff forge effective links with the school nursery to ensure children are offered good levels of support at times of transition.

It is not yet outstanding because

- Staff's skills in asking open-ended questions are variable. This means children are not consistently encouraged to build on their rapidly developing critical and creative thinking skills.
- There is room to improve resources outdoors, so that children can experiment with equipment, such as taps, to freely access water in their play.

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 had a tour of the premises with the manager.
- The inspector observed activities in the playrooms throughout the day.
- The inspector met with the manager, carried out a joint observation and spoke with the staff at appropriate times during the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of practitioners' suitability, a range of policies and the setting's risk assessment procedures.
- The inspector took account of the views of parents and carers through discussion.

Inspector

Lynne Pope

Full Report

Information about the setting

Buttercup Nursery was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built self-contained premises within Pelton Children's Centre, adjacent to Pelton Primary School in the Pelton area of County Durham, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play. The setting also offers care to children before and after school and during school holidays from a room within the school.

The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one member of staff with Qualified Teacher Status.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 73 children attending, of whom 44 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure that staff are consistent in encouraging open-ended thinking from children when questioning them

- arrange for children to experiment with equipment, such as a water butt in the garden, so that they build on their interests in taps and can freely access water in their play.

Inspection judgements

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

Children are happy and enjoy their time at this welcoming and friendly nursery. Children's enthusiasm for learning and the secure progress they make is enhanced by staff who have a good understanding of how children learn through play. Planning of activities is based on children's interests. For example, children show an interest in snails, so staff have developed this into an activity for all children. Outdoors, they have a table of interest,

which has a display of snails and slugs. Children are fascinated by them as they observe, touch the shells and pick them up to move them around. Staff answer their questions, such as do they bite and where do they live, which develops their understanding of the natural world around them. Staff keep a record of children's learning and development by observing their activities. They take photographs and keep a record in a development file, noting the next step that they will concentrate on. Progress summaries are completed termly, which show how children are developing and help staff to identify if there are any gaps in their learning or any delays. This ensures that children are supported to have the key skills needed for their next steps in learning, including school when they come to move.

Children have the opportunity to participate in a stimulating range of activities and experiences. Babies know how to gain attention, as they babble to themselves or cry if they cannot reach a toy. Staff provide warm, loving and consistent care as they respond appropriately to the child's needs. They encourage them where needed, by being physically close, making eye contact, using touch or their voice which provides opportunity for early conversations. All children develop a great appreciation for books. They frequently access the book areas and choose a book to look at on their own or with a member of staff. During group times, they respond really well to a story being read by a member of staff. For example, they say the animal sounds as soon as they are asked what sound they make, such as cow and duck. Bought books are supplemented by home-made books. For example, in the garden staff provide a home-made book about spiders based on children's current interests in mini-beasts. Children refer to the pictures when they find spiders in the garden, which also generates lots of discussion about the spider. This all helps children to understand that books provide information and to understand that the print in books carries meaning. Children are encouraged to use number in everyday situations. For example, they count the antennae on the snails as they examine them outdoors. At group time, staff encourage them to remember how many they counted, with children recalling there were two. In the baby room, a member of staff has a relative that is living in India, who she has visited. Photographs are prominently displayed on the wall, which shows people's lifestyles in India. Children love to look at the pictures and point to them, raising their awareness of a wider world.

Partnerships with parents are strong. An appropriate key person system means that children and their parents build very positive relationships. Staff keep them well-informed about their child's day at nursery through a daily diary. At the end of the week, they write a summary about children's learning and how it fits in with the prime and specific areas of learning and what the next steps will be. This enables parents to continue their children's learning at home. Parents are provided with weekend sheets for them to record activities that they have been involved in at home with their children. These are displayed in the nursery and provide staff with information about children's current interests, which they use in their future planning.

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

Staff ensure indoor space and resources are organised effectively, so that children learn in a welcoming environment where toys and equipment are easily accessed. Robust settling-

in procedures mean that children settle really well at nursery. They access as many visits prior to starting as they need, which helps them get to know staff, other children and the environment. Children feel a strong sense of belonging as they enjoy caring relationships with their key person and other familiar staff. Their individual needs and interests are understood by their key person through discussions with parents and carers and an 'all about me' record that is completed before they start. Good arrangements are in place to support children's transition to a new room within the nursery. This provides children with continuity of care, and ensures a calm and smooth transfer for each child.

Staff supervise children's activities very well and ensure the play environment is safe. Children are encouraged to manage their own risks through gentle encouragement and reminders about their safety when playing. Older children have free access to the garden. They ride bikes, practise balancing skills and examine wildlife that they find, such as the snails and spiders. Children in the baby room frequently visit the garden throughout the day and join in with activities, such as looking at books and playing on ride-on toys. This helps all children to move freely and with pleasure and confidence in a range of ways. Babies that are learning to walk are supported by staff as they pull themselves to stand, while holding on to furniture for support. Children are fascinated by water; indoors, they turn taps on and off, taking pleasure in seeing the water come out. In the garden, they play in the water tray. However, there is room to develop access to water further in the garden, for example, through a tap on a water butt. This is so that they can follow their interest as they fill and transport water round. Children's good health and self-care is promoted really well at mealtime. At snack, they make their own choices about what they would like from the chopped fruit. At lunchtime, they serve themselves, enjoying the experience of catching the wobbly jelly. Staff talk to them about the different foods and why they eat them for their health. In the garden, they have been involved in planting and growing strawberries and blueberries. They collect the fruits that are ripe, wash them, cut them and enjoy eating them. This helps children to understand where certain foods come from. Children's behaviour is very good and reflects the high expectations of staff. They provide children with positive role models as they speak to each other with care and respect.

Excellent links have been developed with the nursery school on the same site. Children are invited to play in the school nursery garden, where they meet staff and older children. The same welcome song is sung in both settings so that children are familiar with it when they move there. The school nursery teacher visits them in their nursery and staff pass on highly informative information about children's characters and progress in their learning and development. Any information about children that have other professionals involved in their learning and development is passed on. This results in children who are exceptionally well prepared for their move to school nursery. Staff there know all about them before they start, so that they can start to plan appropriate learning and development for their needs.

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

Children experience good quality care and learning within the nursery because the management team have a secure understanding of their responsibilities. They provide good support for staff, which enables them to deliver activities that provide children with stimulating learning opportunities that they enjoy. Safeguarding responsibilities are clearly understood by everyone, which promotes children's welfare. Staff understand their responsibilities to safeguard children and capably describe procedures that they would follow, should a concern be raised to protect children from harm or neglect. Risk assessments are conducted daily for the premises to ensure that any possible hazards are identified and minimised for children. A range of appropriate policies and procedures and robust systems to ensure the safe recruitment of suitable and qualified adults are implemented. Staff's ongoing suitability is monitored through the management team observing them in their work and regular supervision and appraisal meetings. This identifies staff's strengths and training needs and procedures are in place to address underperformance.

The management team has an excellent overview of the educational programme. They carry out a weekly audit of the observations, assessments and planning that staff have completed. This is so they are able to check that planning is linked to each child's personal learning. They use the tracking information that staff collate for individual children to show how children make progress across the whole nursery. Consequently, planning is focused on individual children's needs, which results in them making good progress in their learning and development. Self-evaluation is strong in the nursery. The management team and staff have become very skilled at recognising areas for improvement and implementing them. Questionnaires, along with parents' active involvement in their child's learning, enable managers and staff to identify strengths and weaknesses. This comprehensive approach provides a firm basis for the nursery to drive forward further developments. Improvements made since the last inspection demonstrate the management team and staff's drive for excellence. The recommendations have all been implemented. For example, hand washing facilities are now available for staff next to the nappy changing unit, so that they can maintain high standards of hygiene.

Staff are skilled in working with outside agencies to further support children who have special educational needs and/or disabilities. This enables all children to make good progress as they receive the support they need. Staff work closely with the family support worker in the children's centre and use individual educational plans, following other professionals' guidance. Action plans are in place that feed into the planning to ensure each child's needs are met. Parents and carers spoken to at the inspection were full of praise for the staff and nursery and were impressed with how the nursery strives to meet the individual needs for the children in their care.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY303639
Local authority	Durham
Inspection number	877898
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	73
Name of provider	Buttercup Nurseries Limited
Date of previous inspection	25/02/2009
Telephone number	0191 370 3514

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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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