

# Buttercup Nurseries Ltd

Station Road, Seaham, County Durham, SR7 0BN



<b>Inspection date</b>	20 October 2016
Previous inspection date	22 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children thoroughly enjoy exploring the stimulating indoor and outdoor play areas, and the wide range of good quality play resources. They make independent choices and follow their own interests in their play and learning.
- All children make good progress. Staff are well qualified and have a secure understanding of how children learn and develop. Overall, they plan activities that engage and motivate children to learn.
- Parents are very positive about the care their children receive. They are given regular updates about their children's learning and development. Staff provide comprehensive support for parents to continue their children's learning at home.
- Staff offer good levels of support for children's moves to the next stage of their learning, both within the setting and school.
- Children's behaviour is good. A well-established key-person system helps children to form strong bonds with staff. They are positive role models and help children to listen and be kind to each other. Children demonstrate that they feel safe and secure.
- Partnership working with other professionals is very effective. Excellent care and learning support for children who have special educational needs helps them to make the expected progress for their age and narrow gaps in their learning.

### It is not yet outstanding because:

- The new planning systems are not yet fully embedded or monitored to measure the impact of changes.
- The professional development of staff does not yet focus extremely sharply on raising the quality of staff practice to an outstanding level.

## What the setting needs to do to improve further

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

- embed and review the changes made to planning and monitor the impact of improvements with a focus on continuous future development
- sharpen the focus for the professional development of staff to enhance the already good teaching and practice even further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's improvement plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to staff and children, at appropriate times, throughout the inspection.
- The inspector completed a tour of the premises.

### Inspector

Cathryn Clarricoates

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Rigorous recruitment procedures and ongoing supervision ensure that staff are suitable for their role. Staff know what action to take to protect children and contacts to make should they have any concerns regarding risks to a child. They are kept up to date with any changes to safeguarding policies and procedures at meetings and training. Areas children use are organised well and suitably equipped. Information about children is stored securely. The provider involves staff, parents, children and other professionals in evaluating the service they provide. Managers review the progress of individual children and groups of children and use this information to identify areas for improvement. Targeted action plans help to promote continual improvement overall. Staff build effective partnerships with others to share appropriate information about children's progress. Additional funding is used very effectively to support the identified needs of children.

### Quality of teaching, learning and assessment is good

Teaching is good. Staff skilfully use questioning to promote children's speaking and creative-thinking skills. Children enjoy interactions with staff during singing and action rhymes. They learn to sit and concentrate, for example, as they contribute to discussions about their day. Staff introduce mathematical language, including words for counting, shape, size and measure during play activities. For example, staff engage children in conversation while children are pouring coloured liquid from jugs and filling different sized containers. Information boards for parents describe what topics are being covered during the week. Parents are given ideas for working with children at home. For example, when children make dough for modelling, the recipe is made available for parents to take home.

### Personal development, behaviour and welfare are good

Staff know children well and tailor their care to their individual needs. Children develop firm friendships and frequently talk about people who are special to them. They are helped to be independent and to manage their own needs well. Children are given plenty of praise and encouragement and are reminded to share and take turns. They enjoy a varied menu of nutritious, home-cooked meals and healthy snacks and drinks. Staff promote children's very good understanding of how to keep themselves safe, for example, when walking up steps inside or playing outside. Children develop their physical skills well. Staff provide regular opportunities for children to climb and balance as they use play equipment in the garden and large building blocks inside. There are plenty of opportunities for children to benefit from visits to the community including forest walks, parks, museums and libraries. This helps to promote their good understanding of the world around them.

### Outcomes for children are good

All children, including those with special educational needs, are progressing well in all areas of learning. Children are becoming active, motivated and enthusiastic learners. They gain a wide range of skills, such as independence skills, and are well prepared for their future learning, including school.

## Setting details

<b>Unique reference number</b>	EY258314
<b>Local authority</b>	Durham
<b>Inspection number</b>	1064423
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	96
<b>Number of children on roll</b>	128
<b>Name of registered person</b>	Buttercup Nurseries Limited
<b>Registered person unique reference number</b>	RP903186
<b>Date of previous inspection</b>	22 August 2013
<b>Telephone number</b>	0191 5130796

Buttercup Nurseries Ltd was registered in 2003. The nursery employs 24 members of childcare staff. Almost all of these hold appropriate early years qualifications at level 3, or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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