

Buttercup Nursery

Bullion Lane Children's Centre, Gray Avenue, CHESTER LE STREET, County Durham, DH2 2EL

Inspection date	08/01/2015
Previous inspection date	01/03/2012

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

- All children receive very good care. As a result, parents are confident that their needs are being met and their learning is being effectively supported.
- Staff know the children very well. As a result, staff plan activities to ensure all children make good progress in their learning and development from the start.
- Management and staff provide a secure and welcoming learning environment, so that children feel safe in their care. As a result, children are well-prepared for the next stage in their learning.
- Management and staff ensure parents and partners are actively involved in children's learning and development and this helps support their good progress.

It is not yet outstanding because

- The indoor and outside environment has fewer displays to support spontaneous and planned mathematical activities and to help children make the link between counting and written numerals.
- Opportunities to promote even further the good development of children's independence skills are not always consistently well-promoted.

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 looked at children's assessment records and planning documentation.
- The inspector spoke to children and staff and observed play and learning activities within the two playrooms and in the outdoor environment.
- The inspector carried out a joint observation with the manager of the nursery.
- The inspector took into account the views of parents spoken to on the day.
- The inspector checked evidence of the suitability of staff and their qualifications and looked at a range of policies, procedures and documentation.

Inspector

Cathryn Clarricoates

Full report

Information about the setting

The Buttercup Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premise in the Chester-le-Street area of Durham and is managed by the Buttercup Nurseries Group. The nursery, is one of three in the group, serves the local area and is accessible to all children. It operates from the Bullion Lane Children's Centre and there is an enclosed area available for outdoor play. The nursery also has access to a large play area in the adjoining school grounds. The nursery employs 21 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. There are two staff with early years degrees, one with Early Years Professional status and one who holds Qualified Teacher Status. The nursery opens from Monday to Friday, for 51 weeks of the year, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 99 children attending who 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:

- enrich the indoor and outdoor environment even further with mathematical displays, so that these can be used both spontaneously and in planned activities to help children make the connection between counting and number recognition
- embed an even wider range of strategies to encourage children's independence skills, particularly for those who will soon be starting school.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage. They provide a wide range of toys, resources and equipment, both indoors and outside. Children can access these resources easily and, consequently, have good opportunities to make independent choices in their play. The staff provide interesting, challenging activities that cover the seven areas of learning effectively. For example, when children ask to see the large snails, staff support them to handle the pets carefully and extend their interest with information about caring for them well. Staff ask questions about what the children already know about the snails so that they feel a sense of achievement. As a result, children are happy, busy, enthusiastic and confident learners. Teaching is good and children are making good progress in their learning and development, to the best of their abilities.

Staff take every opportunity to include mathematical language in children's daily routine. For example, staff ask, 'Which is the large snail and which is the small snail?', as children carefully handle the pets. There are a number of activities for children to develop mathematical ideas, such as counting the bricks as they build tall towers. However, there are fewer opportunities for children to link counting activities to written numerals, for example, by using displays of numbers and objects around the playrooms and outdoor environment to help number recognition. Children show their enjoyment and excitement when staff start singing and join in with actions and words. Books are available throughout the nursery, so that children who prefer to learn outside can share stories there. Staff respond to individual children's preferences by reading stories on request and, as a result, their interest in books is developed even further. Older children are starting to focus on letters and sounds with the support of staff and this will help with preparation for their move to school. There are opportunities for mark making throughout the playrooms and outdoors and children's work is celebrated in displays. Staff consistently give praise to children for their efforts and praise their achievements. There is a constant flow of conversation as children engage in discussion with each other and staff while they play. Staff skilfully use questioning techniques to extend children's ideas and critical thinking skills so that children start to gain the skills required for their move to school, including early literacy and numeracy skills.

Partnerships with parents are very strong. From the beginning, parents are encouraged to share information with the key person regarding their child's learning and development. For example, parents provide information about what children can do at the start and their interests. Staff use this information well to build on the children's prior learning, by planning what they need to learn next, which helps them progress well. Throughout the nursery, staff check children's starting points and ongoing progress through observations and assessments. This allows them to identify and appropriately support children's next stages in learning. Staff share children's learning diaries with parents and suggest specific ideas for play at home with their children so that there is continuity in learning between nursery and home. Parents are also asked to complete records of what their children enjoy and achieve at the weekend, so that staff can follow up current interests when they are planning to meet children's needs. There are effective arrangements for completing the progress check for children aged between two and three years. Parents are encouraged to contribute to these assessments to ensure they are an accurate record of children's abilities and identify any additional needs. As a result, parents have good opportunities to become involved in their child's learning and maximise their learning potential. Staff support children with special educational needs and/or disabilities extensively and have good knowledge of how to ensure all activities are inclusive. As a result, all children are fully supported to be involved in the nursery and make good progress.

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

Staff are caring and welcoming. They use the established key-person system well and, as a result, children develop in confidence and feel safe and secure. Staff cuddle and comfort the children and are playful and positive role models. They place strong emphasis on the

importance of building a secure attachment with children from their first visit to the nursery. They obtain a significant amount of information from parents about children's care routines and likes and dislikes and share this across the staff team. Consequently, child's needs are well-met and staff ensure a smooth move from home to the nursery. The move on to school is equally well-managed, as staff help prepare children by inviting the teaching staff to meet them in a familiar nursery environment. Detailed information regarding all aspects of the children's learning and development is shared with teachers to ensure continuity. Consequently, children are well-prepared for their move on to school. Partnership working with other agencies is successful. Partners, including health visitors, children's centre staff and other professionals, provide advice for staff and support for children with special educational needs and/or disabilities to ensure that their care needs are met in full. Parents comment very positively on the good social skills their children develop while at the nursery, for example, learning to share with other children. Children are well behaved as they are aware of the high expectations staff have of them and respond positively to the routine of the day. For example, staff remind children to be kind to each other and, as a result, children take turns in their play.

Children develop good self-care skills, in preparation for their move to school, as they independently contribute to their personal hygiene needs. For example, they understand when to wash and dry their hands and help themselves to tissues to blow their own noses. Parents comment on the excellent support given by staff to help children become independent in using the toilet. Mealtimes are a social occasion where the children sit in groups to enjoy a meal and staff talk with them, at their level, while they eat. Children serve themselves independently to vegetables, using a large spoon. However, staff sometimes intervene with routine activities, for example, by pouring drinks, cutting up fruit for snacks and putting out or clearing away plates and cutlery for the meal. Children, in particular those approaching school age, are, as a result, missing these further opportunities to develop their already good independence skills.

Children delight in opportunities to enhance their physical development, with access to outdoor play throughout the day. They are encouraged to put on their own coats and run around outdoors. They have good opportunities to learn about safety and to manage risks in the outdoor play area, for example, when they learn to climb onto the large wooden platform and balance on crates. The outdoor areas include the mud kitchen for sensory play and experiences. Staff extend the opportunities to enjoy the fresh air when they take children to visit the adjoining school grounds, where they can safely access large play equipment. As a result, children become familiar with the local community around them.

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

The management team is committed to meeting all of the requirements of the Early Years Foundation Stage. They ensure the safety of children by using robust security procedures. The external door is locked at all times, to ensure that children cannot leave the building unsupervised. Staff check all visitors' identity before allowing them to enter and require them to sign in. All staff have a secure understanding of their role in safeguarding children

and are aware of the policies and procedures to follow in relation to child protection. They have all undertaken paediatric first-aid training to enable them to treat any minor accidents children may have and this training is regularly updated to help ensure that staff are always prepared to deal with any incidents. Risk assessments are carried out to minimise any hazards and are reviewed regularly. As a result of this secure and safe environment, children feel happy and are motivated to learn and make good progress.

Comprehensive recruitment procedures are in place to ensure all staff working on the premises are suitable to do so. Supportive induction processes ensure that staff settle in the nursery and work effectively in their role. As a result, the manager has recruited and retained a staff team who are experienced and qualified and actively support her in maintaining a good quality of provision. Policies and procedures are effectively used to support good practice. All required documentation is in place to fully promote children's welfare. The manager monitors the staff's interactions with children with frequent observations and feedback to help them continuously improve practice. Peer observations enable staff to reflect upon and share good practice, skills and knowledge. Management and staff have worked hard to achieve targets for improvement, identified by the effective self-evaluation processes and past inspections.

The management team is committed to providing a good service for all families. The managers and staff work very well together as a friendly and welcoming team and, consequently, have developed consistently positive partnerships with parents. Management use parental feedback to inform developments, for example, when parents asked that staff continue to provide photographs in their children's records of learning, these were reinstated. As a result, parents say they feel included and valued as partners in their children's learning. Staff understand the importance of sharing information with relevant professionals to ensure that children's needs are met and strong links with local schools ensure a smooth transition for children. As a result, children's move to school is as positive as possible.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY312551
Local authority	Durham
Inspection number	856721
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	131
Name of provider	Buttercup Nurseries Limited
Date of previous inspection	01/03/2012
Telephone number	0191 389 4777

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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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