



## **Buttercup Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY258314
<b>Inspection date</b>	06 July 2006
<b>Inspector</b>	Sharon Greener
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<b>Registered person</b>	Buttercup Nurseries
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Buttercup Nursery opened in 2003 and is one of three facilities operated by Buttercup Nurseries limited. It operates from four playrooms and associated facilities within a two storey self-contained building. It is situated near the centre of Seaham. A maximum of 96 children may attend the nursery at any one time. The nursery is open each weekday, 51 weeks of the year, from 07.30 until 18.00. Out of school hours care is offered each week day during term time from 07.30 until 08.45 and 15.00 until

18.00. A playscheme is available each week day from 07.30 until 18.00 during school holiday periods. All children share access to an enclosed outdoor play area.

There are currently 99 children aged from five months to under eight years on roll. Of these 23 children receive funding for nursery education. The majority of children come from the local area. The group currently supports a number of children with learning difficulties and disabilities.

The nursery employs 14 staff members. Of these, all hold an early years qualification. Two staff members are currently working towards a Level 3 qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Staff have a high level of awareness of the nursery's health policies and procedure. They implement these procedures effectively, helping to promote children's well-being. For example, staff follow stringent nappy changing procedures, using disposable gloves and aprons and thoroughly cleaning the changing facilities. All children benefit from the familiar pattern of hygiene routines and positive staff role models, which help to keep them healthy. Children show a developing awareness of the need to adopt good personal hygiene practices, such as cleaning their teeth after meals. Older children know that hand washing kills germs. The nursery is very clean and very well maintained to ensure a healthy environment is provided for the children. Eight staff are trained in first aid and hold valid certificates.

A healthy eating programme is encouraged, and the menu is well balanced and nutritious. For example, a typical mid-morning snack consists of fresh fruit, carrot sticks and drinking water. Staff work in harmony with parents to ensure that children's individual dietary needs are well met. Babies are able to feed and sleep according to their own daily routines. Staff make meal times social occasions and promote good table manners. Written information is shared daily with all parents regarding what children have eaten and drank.

All children benefit from fresh air and exercise and have regular outdoor play opportunities each day weather permitting. A varied range of activities and resources are provided. In general children are very well supported and sufficiently challenged. A tutor regularly visits the nursery every week to coach children over two-years-old in music and movement.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

All children stay safe within a secure environment. Playrooms are well lit, well set out, and equipment and resources are very clean and in good order. Children are able to move freely and independently both indoors and outdoors within the constraints of

safety, and under the very close supervision of staff. Staff are vigilant and effectively implement safety policies and procedures, such as the supervision of visitors and risk assessments. For example, spillages are quickly cleaned up from the floor. Daily written risk assessment and ongoing visual monitoring of the facilities and resources help staff to safeguard children and maintain a suitable environment for them.

Children are helped to develop an understanding of danger by staff that give simple and clear explanations of ground rules. For example, the need to put unused toys away, to help prevent accidents. Children respond very well to the positive role modelling of the staff, and are eager to help tidy away toys and books when not in use. Older children are beginning to take responsibility for preserving their own safety and that of others. This is shown in the way they manoeuvre scooters and other wheeled toys when playing outdoors, so as to negotiate obstacles. Additional policies and procedures, for example, a lost or uncollected child and child protection are clearly understood by staff. Children's welfare is very well promoted by staff who have a thorough understanding of their role and responsibility to safeguard and protect the children in their care.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff tailor children's admission to the nursery so as to meet their individual needs. They settle very quickly and are well at ease in the spacious playrooms. They are enthusiastic learners and are beginning to make confident choices about their activities. Self-esteem is high. They relate well to those less familiar to them and build strong relationships with staff and peers. This is shown through their emerging sense of belonging. For example, children in the two to three-years-old group show pride in their ability to recognise and name star shapes on a poster displayed on the wall.

Children under three benefit from access to a good variety of resources and activities including those of a sensory nature, to support and enhance their development. This has a positive impact on children's achievements. Early communication skills are given high priority. Staff listen closely to children, talk warmly to them and give lots of eye contact. Children are actively encouraged to communicate, whether through spoken words, gestures or facial expressions, and they respond readily. For example, an older child in the under two-years-old group was asked what fruit they would particularly like at snack-time, and quickly answered apple. Each week a French tutor visits the nursery to work with children over the age of two-years-old. The children enjoy the fun activities during French sessions and are eager to take part. Some have a small vocabulary of French words, for example, numbers one to five and the primary colours.

Children attending the out of school hours facility have easy access to a broad variety of activities and resources. They are taken on frequent outings to places of interest, for example, to the beach, cinema, Preston Park, Discovery Museum and Newcastle Blue Reef Aquarium.

Staff working with children under three years of age have a good knowledge of child development. They make satisfactory use of the Birth to three matters framework.

Those staff caring for children aged two to three years-old also make good use of the Foundation Stage guidance, as appropriate to the age and ability of the children in their care. All key workers regularly monitor and record information about children's developmental progress. This information is used well to further progress children's learning and development.

#### Nursery Education.

Children receiving nursery education are cared for in a large playroom. The room is divided into different areas to accommodate various types of play. Each area is well laid out and very well resourced. Child friendly storage systems are in place, and boxes are clearly labelled to help children to select their own activities. The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage guidance and stepping stones. They effectively plan a range of purposeful and developmentally appropriate activities and learning experiences, which cover all six areas of learning. Key workers regularly monitor and record children's developmental progress. The system used links directly to the stepping stones, and staff have a good knowledge of each child's individual stage of development. They use the information gleaned about the children to shape and inform future plans. In most areas of learning and development children are very well supported and sufficiently challenged. However, during physical play children do not have the opportunity to practice or enhance their climbing skills.

Staff give priority to developing children's mathematical, personal, social, and emotional and communication, language and literacy skills. Children are well mannered and show concern for others. They are very confident speakers and express themselves readily. They enjoy looking at books and their listening skills are developing very well. For example, they listen intently to staff during story sessions, answer questions, and can follow simple instructions. They are beginning to recognise and name some letters, such as those in their name or familiar words on labels displayed in the playroom. They are starting to link letters to the correct letter sound. One child was able to go through a book of the alphabet correctly naming each letter, item pictured and letter sound with great confidence. Children have ample opportunities to practice early writing skills, which are developing well. They enjoy creating pictures, draw simple shapes, and are beginning to form recognisable letters. Children count from one to ten with confidence. Some can count beyond ten. For example, one child counted a group of fourteen sea shells with great ease. Children are beginning to show an awareness of concepts such as addition, subtraction and weight. They are able to recognise that the more a bucket is filled with sand the heavier it becomes. Children have access to a good range of resources to promote an awareness of diversity, the wider world and how things live, grow or work. They are able to express themselves creatively through a variety of activities and media, such as sand, water, model making, painting, collage, role play, music and dance. Overall children make good progress.

#### **Helping children make a positive contribution**

The provision is satisfactory.

Children are valued as individuals and staff help them to settle quickly by tailoring their admission to the nursery. For example, babies follow their individual feeding and sleep routines. Children have easy access to a broad range of good quality resources and equipment. Their independence skills are developing very well; this is shown in how they select toys and activities with increasing confidence. They show a positive attitude towards others and interact extremely well with staff and peers. They willingly share toys, take turns and respect the personal space of others. For example, they are careful not to tread on others when finding a space to sit down on the carpet at large group time. Staff promote and manage behaviour particularly well. This is done through the calm, consistent use of age appropriate strategies. Children respond most positively and their behaviour is very good. They are beginning to show an understanding of right and wrong.

The nursery has appropriate procedures in place to support children with learning difficulties and disabilities. Staff show a satisfactory understanding of these, and some staff have previous experience of caring for children with such needs. A suitable selection of resources to aid in the promotion of diversity is available. However, these are not distributed evenly throughout the playrooms. All children benefit from regular outings into the local community or to places of interest. This helps to develop their awareness of the local environment and the wider world.

The setting fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Parents receive good quality written information about the nursery and the policies and procedures in place. Copies of these are readily available on site along with other relevant literature. For example, information about the foundation stage curriculum, activity plans and learning opportunities is provided. Parents have access to their own child's records. They receive daily written and verbal feedback from staff, and are offered bi-annual appointments to meet formally with staff to review their child's developmental progress. They are given copies of the reports produced by their child's key worker. Parents are actively encouraged to discuss their child's development with key workers, and keep them informed of any pertinent information that may impact upon the care or progress of their child. This enables staff to work in partnership with parents, and in keeping with their wishes, so as to meet children's needs. Verbal feedback from parents at the time of the inspection was most positive and very complimentary about the staff and the quality of care given to the children.

## **Organisation**

The organisation is good.

The leadership and management is good. The manager is highly motivated, very enthusiastic and a good role model to staff working with children in receipt of nursery education. All staff are very well supported through an effective induction process, team meetings, individual appraisal sessions and the 'open door' style of management used. They are willing to undertake training and review their practice to help improve the education and care given to the children. The required policies, procedures and record keeping systems are in place, and are very well organised

and presented. Staff show a clear understanding of the majority of these. Morale is very good and staff work very well together as a team. This is reflected in the operation of the nursery.

All staff have a clear understanding of child development. Staff working with older children show a good awareness of the Curriculum guidance for the foundation stage and the stepping stones. Some staff working with children under three years are not yet fully conversant with the implementation of the Birth to three matters framework. A broad selection of good quality resources and activities are provided, which are readily accessible to the children.

Key workers regularly monitor and record children's individual developmental progress. They use this information effectively to plan a variety of purposeful and developmentally appropriate activities to promote and enhance children's learning. This underpins staff practice and ensures that the care and education of the children is of good quality. Overall the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the time of the last inspection the provider was asked to further develop the medication records system and the transport policy.

Appropriate systems are in place in relation to the transportation of all children, including those attending the out of school hours facility, and confidentiality is preserved when recording details of medication administered. This helps to improve the care and safety of the children.

### **Complaints since the last inspection**

Since the time of the last inspection Ofsted have received one complaint relating to National Standard 2, Organisation and National Standard 6, Safety. An Ofsted Early Years Childcare Inspector visited the provision unannounced on 23 November 2005. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

The complaint is recorded in the complaints log. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.
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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all children have regular access to an appropriate range of activities and resources that promote equality of opportunity, and develop their awareness of the similarities and differences of people and places in the wider world.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further promote children's gross motor development by providing play opportunities and resources that allow them to practice and enhance their climbing skills, and test their physical capabilities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)